

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180052**

**Grants.gov Tracking#: GRANT12659004**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180052

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/22/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

University of Pittsburgh

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

25-0965591

\* c. Organizational DUNS:

004514360

### d. Address:

\* Street1:

Office of Research

Street2:

123 University Place, B21

\* City:

Pittsburgh

County/Parish:

\* State:

PA: Pennsylvania

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

152132303

### e. Organizational Unit:

Department Name:

Ctr for Russ & E Eur Studies

Division Name:

Univ Ctr for Int'l Studies

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

\* First Name:

Nancy

Middle Name:

\* Last Name:

Condee

Suffix:

Title:

Professor and Co-Chair

Organizational Affiliation:

Department of Slavic Languages and Literatures

\* Telephone Number:

412-648-7407

Fax Number:

\* Email:

condee@pitt.edu

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Page e3

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Prvt nonprft stat-rltd ed inst

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

New REES Impacts: Engaging Diverse Communities (2018-2022)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant PA-014

\* b. Program/Project PA-014

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 08/15/2018

\* b. End Date: 08/14/2022

**18. Estimated Funding (\$):**

* a. Federal	526,178.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	526,178.00

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name: Jennifer

Middle Name: E.

\* Last Name: Woodward

Suffix:

\* Title: Vice Chancellor for Research Operations

\* Telephone Number: 412-624-7400 Fax Number: 

\* Email: offres@pitt.edu

\* Signature of Authorized Representative: Jennifer.Woodward \* Date Signed: 06/22/2018

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Pittsburgh / Ctr for Russ & E Eur Studies

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	96,298.00	99,652.00	96,134.00	100,541.00		392,625.00
2. Fringe Benefits	33,793.00	34,896.00	33,945.00	35,366.00		138,000.00
3. Travel	5,500.00	7,000.00	4,000.00	7,000.00		23,500.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	21,400.00	18,000.00	21,000.00	18,000.00		78,400.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	56,600.00	58,250.00	60,250.00	56,750.00		231,850.00
9. Total Direct Costs (lines 1-8)	213,591.00	217,798.00	215,329.00	217,657.00		864,375.00
10. Indirect Costs*	17,087.00	17,424.00	17,226.00	17,413.00		69,150.00
11. Training Stipends	295,500.00	295,500.00	295,500.00	295,500.00		1,182,000.00
12. Total Costs (lines 9-11)	526,178.00	530,722.00	528,055.00	530,570.00		2,115,525.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 56.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180052

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Pittsburgh / Ctr for Russ & E Eur Studies	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Jennifer.Woodward	Vice Chancellor for Research Operations
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
University of Pittsburgh	06/22/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
☒ Prime    ☐ SubAwardee  
 \* Name   
 \* Street 1     Street 2   
 \* City     State     Zip   
 Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input style="width: 390px;" type="text" value="U.S. Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input style="width: 390px;" type="text" value="National Resource Center/FLAS"/> CFDA Number, if applicable: <input style="width: 240px;" type="text"/>
---	---

<b>8. Federal Action Number, if known:</b> <input style="width: 390px;" type="text"/>	<b>9. Award Amount, if known:</b> \$ <input style="width: 160px;" type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**  
 Prefix  \* First Name  Middle Name   
 \* Last Name  Suffix   
 \* Street 1     Street 2   
 \* City     State     Zip

**b. Individual Performing Services** (including address if different from No. 10a)  
 Prefix  \* First Name  Middle Name   
 \* Last Name  Suffix   
 \* Street 1     Street 2   
 \* City     State     Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**\* Signature:**   

*Name: Prefix <input style="width: 80px;" type="text"/>	* First Name <input style="width: 210px;" type="text" value="Jennifer"/>	Middle Name <input style="width: 170px;" type="text" value="E."/>
* Last Name <input style="width: 350px;" type="text" value="Woodward"/>	Suffix <input style="width: 80px;" type="text"/>	

Title: <input style="width: 260px;" type="text" value="Vice Chancellor for Research Operations"/>	Telephone No.: <input style="width: 150px;" type="text"/>	Date: <input style="width: 150px;" type="text" value="06/22/2018"/>
---	---	---

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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

Pitt\_REES\_GEPA\_Statement\_2018.pdf

Add Attachment

Delete Attachment

View Attachment

**Statement on Section 427 of GEPA**  
**Center for Russian and East European Studies, University of Pittsburgh**

The University of Pittsburgh complies with federal, state, and local requirements regarding nondiscrimination and actively promotes the rights of all individuals to equal opportunity in education and employment. University policies prohibit discrimination based on “race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other protected class” ([www.diversity.pitt.edu/affirmative-action](http://www.diversity.pitt.edu/affirmative-action)) in admissions, employment, access to and treatment in all University programs and activities. All faculty appointment committees at Pitt are structured to take into account affirmative action criteria. The Center for Russian and East European Studies (REES) strongly supports this commitment and recruits job candidates and students from diverse backgrounds.

Promoting diversity and inclusion is one of the four pillars of the University’s current strategic plan, *The Plan for Pitt (2016-2020)*. In 2015, Pitt established the Office of Diversity and Inclusion to develop and implement equal opportunity, nondiscrimination, and diversity policies, procedures, and guidelines for the University and to monitor campus-wide progress in implementing diversity initiatives. This new office is overseen by the University’s inaugural Vice Chancellor for Diversity and Inclusion. Pitt was one of only two Pennsylvania institutions chosen by *INSIGHT into Diversity* magazine for the 2017 Higher Education Excellence in Diversity (HEED) award, recognizing its commitment to recruit and retain employees and students from underrepresented groups.

As a part of the University Center for International Studies (UCIS), REES contributes to UCIS-wide programs engaging underrepresented populations in international and area studies. These efforts include career information sessions, as well as academic and study abroad fairs designed for incoming Pitt students from minority groups. The Study Abroad Office and Cross-Cultural and Leadership Development center have developed specialized resources to promote overseas study programs to racial minorities, LGBTQ students, and students with disabilities. Pitt also offers dedicated study abroad scholarships for women and African-American students without prior overseas experience.

REES’s public outreach programs, such as lectures, film screenings, and cultural festivals, attract diverse participants, including the elderly and members of various local ethnic communities. The Center’s annual lecture and discussion series incorporates events exploring the impact within its academic field of different facets of diversity, such as race and ethnicity, gender identity, and sexual orientation. REES strives to cultivate generations of learners and professionals that reflect the diversity of both the U.S. and the Center’s world area, while promoting intellectual inquiry and dialogue pivotal to an inclusive society.

REES is particularly active in national initiatives promoting involvement of African-American and other minority students and scholars in Russian, East European, and Eurasian studies. The Center has collaborated closely throughout this Title VI grant cycle with the Association for Diversity in Slavic, East European, and Eurasian Studies (ADSEES, an affiliate of the Association for Slavic, East European, and Eurasian Studies), which was founded following a national “African-American Perspectives on Russian and Slavic Studies” symposium that REES organized and hosted at Pitt.

REES sponsored ADSEES's annual meetings; created a website for the organization to disseminate resources for minority students and scholars, with financial contributions from NRCs at other universities; and supported presenter travel for a panel on "Critical Conversations: Advancing Equal Access" at the 2017 ASEES national conference. REES's Outreach Coordinator was recently appointed to a new ASEES committee on diversity, which will work in the upcoming grant period on initiatives such as conference travel awards for minority scholars.

In 2018-22, REES will also continue working extensively with the Russian language program at Pittsburgh Brashear High School, an urban public school with 36% African-American, 14% Asian, and 10% other minority and multiracial enrollment. REES regularly sends speakers and interns from Pitt to Brashear to provide cultural context and tutoring support for students' language learning, hosts Brashear students for enrichment programs on campus, and purchases books and educational materials for use in the school's Russian classes. Since 2015, the Center has also run a federally funded, summer intensive STARTALK Russian program for 20 high school students per year, bringing students from Brashear together with their peers from two public charter high schools in Chicago (with predominantly Latino student populations) for a four-week residential language learning experience on Pitt's campus. In addition, REES hosted a regional ACTR Olympiada of Spoken Russian in spring 2018, involving students from Brashear and other K-16 schools. This program will be conducted annually during the new Title VI grant cycle.

REES will collaborate with Pitt's other UCIS centers in 2018-22 to organize professional development workshops for faculty at minority-serving institutions (MSIs) and community colleges, both in Western Pennsylvania and through the Nine University and College International Studies Consortium of Georgia (which includes one Historically Black College/University and eight other MSIs), preparing participants to develop internationally focused curricula. REES will also continue its cooperation with the Midwest Institute of International/Intercultural Communication, which has served 117 Title III- and Title V-eligible institutions, to support faculty workshops and online curriculum resources. In addition, REES will again work with five Russian, East European, and Eurasian NRCs from other universities to provide stipends for faculty from MSIs and community colleges to develop courses on the Center's world region for teaching and online dissemination. For pre-service and current K-12 teachers, REES and UCIS will collaborate with Pitt's School of Education to organize training programs on internationalizing elementary and secondary school curricula. All of these initiatives share the goal of increasing access for students and educators at underserved institutions to both international studies in general, and content on the REES world area in particular.

The University Center for Teaching and Learning offers training workshops and individual consultations to aid Pitt's faculty and instructional assistants with incorporating diversity and inclusion into their teaching and course design. Finally, all University buildings are accessible to persons with disabilities, and support for students with physical, visual, or learning disabilities is available through Pitt's Office of Disability Resources and Services.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

University of Pittsburgh

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

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-----------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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**Project Abstract, Center for Russian and East European Studies, University of Pittsburgh**

***New REES Impacts: Engaging Diverse Communities (2018-2022)***

The Center for Russian and East European Studies (REES) is a comprehensive National Resource Center, housed in the University Center for International Studies (UCIS) at the University of Pittsburgh. REES programming for the 2018-22 Title VI grant cycle will build on existing strengths in East Central and Southeast European studies; Russian history, politics, culture, and film studies; and training in critical languages of the Center's world area. This proposal features major new initiatives to: 1) expand Pitt's teaching and research capacity in the crucial, yet under-studied, Central Eurasian region; 2) extend Center impact through digital platforms for expert-produced content; and 3) reach beyond traditional audiences to connect the media, policymakers, professional schools, community colleges, and minority-serving institutions (MSIs) with key debates from the REES area in global context. These programs will reflect diverse perspectives and promote intellectual inquiry and dialogue pivotal to an inclusive society.

Key activities proposed to augment the Center's faculty and staff resources include partial NRC support for a Visiting Lecturer in Political Science, whose teaching will focus on contemporary Russian and Eurasian politics; and for the recently created REES Digital Scholarship Curator position, which aims to generate public debate on regional issues through strategic online publishing, blogging, and social media. This latter position is held by Dr. Sean Guillory, whose *Sean's Russia Blog Podcast* interviews with REES area experts have been downloaded over half a million times since 2015.

Pitt's extensive REES-related library holdings (545,000 volumes) and its unique collection of nearly 8,000 films from the Center's world region—the largest such collection in North America—will be further expanded, with particular emphasis on Central Eurasian materials. REES will also enhance its curricula through course development funding. Currently comprising over 200 courses per year in 16 Arts & Sciences departments and four professional schools, the REES area studies curriculum will increase its focus on Central Eurasia. An interdisciplinary three-course cycle on “Water in Central Asia” will target students from A&S, Business, and Engineering. Other supported area studies courses will include a redesigned study abroad program, exploring energy issues in the REES region from a global perspective, and a new course on Balkan cultures, co-taught by faculty in Anthropology and Slavic Languages & Literatures.

Proposed language programming will enhance Foreign Language across the Curriculum (FLAC) offerings, with partial funding for a new FLAC coordinator position to work with Pitt's NRCs and language departments. REES will sponsor one-credit trailers in regional languages, linked to area studies courses.

NRC funds will also support instruction in REES priority languages through Pitt's Less-Commonly-Taught Languages Center (LCTLC) and the Slavic, East European, and Near Eastern Summer Language Institute (SLI), which enrolls up to 140 students annually in intensive domestic and overseas courses.

Student learning and alumni placement outcomes of REES's interdisciplinary Undergraduate and Graduate Certificate programs will be strengthened through support for the Center's research-based capstone seminar and UCIS's International Toolkit and Career Initiative. The International Toolkit will involve REES students in panel discussions with professionals in careers of interest, networking trips to prospective employers, "Career Identity" courses on pre-professional topics, and personalized mentoring by a UCIS International Studies Career Integration Fellow to prepare for employment in areas of national need.

The REES outreach program will collaborate with Pitt's School of Education and UCIS to offer training opportunities for pre-service and in-service K-12 teachers; professional development workshops, travel, and curriculum development funds for community college and minority-serving institution (MSI) faculty in Western Pennsylvania and nationally; and K-16 student programs to support campus internationalization and infusion of REES-area content into institutional curricula. The Center's lecture and film series, events with local arts and cultural organizations, and online resources will engage diverse communities from the business, media, government, and nonprofit sectors and the general public with debates on the REES region.

Intended outcomes of the Center's proposed NRC activities in 2018-22 include increases in the following measures: student preparation for REES-related careers and advanced degree programs; student competencies in REES-area priority languages; and international competencies of K-16 students and faculty—as well as business, professional, media, and government communities and the general public—through REES outreach programming. Progress toward these goals will be evaluated through a range of methods, including competency-based student learning assessment tools on the new *myPittGlobal COMPASS* digital platform; Oral Proficiency Interviews with students in intermediate and advanced REES language courses; and customized surveys and focus groups targeting REES students, faculty, alumni, and K-16 and public outreach program participants. The Center will also work with an independent evaluation consultant and an external evaluator with regional expertise to assess program impact.

REES awards graduate and undergraduate Academic Year and Summer FLAS Fellowships for less-commonly-taught languages of the Center's world area. This proposal addresses **all announced FY 2018 Absolute and Competitive Preference Priorities for both the NRC and FLAS grant competitions.**

## Project Narrative File(s)

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**NATIONAL RESOURCE CENTER & FLAS PROJECT NARRATIVE**  
**Center for Russian and East European Studies, University of Pittsburgh**

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## *New REES Impacts: Engaging Diverse Communities (2018-2022)*

### **1. PROGRAM PLANNING AND BUDGET**

*A. Quality and Relation to Purpose of NRC Program* – The Center for Russian and East European Studies (REES) at the University of Pittsburgh is a comprehensive National Resource Center for Eastern Europe, Russia, and Eurasia. This application addresses all NRC/FLAS review criteria and priorities for the 2018-22 grant cycle. Programming builds on existing strengths in East Central and Southeast European studies; Russian history, politics, culture, and film studies; and training in critical languages of the Center’s world area. REES also proposes new initiatives to: 1) expand Pitt’s teaching and research capacity in the crucial, yet under-studied, Central Eurasian region; 2) extend Center impact through digital platforms for expert-produced content; and 3) reach beyond traditional audiences to connect media, policymakers, professional schools, community colleges, and minority-serving institutions (MSIs) with key debates from the REES area in global context. These strategic emphases are unified by the proposal theme, **“Engaging Diverse Communities.”**

REES was founded in 1965 and is housed in Pitt’s University Center for International Studies (UCIS), which encompasses four additional Title VI-funded centers (Asian, European, Global, and Latin American Studies) and 12 other units, including the Association for Slavic, East European, and Eurasian Studies (ASEEES). REES supports faculty throughout Pitt to develop innovative courses and research; facilitates collaboration with international scholars through institutional partnerships; and sponsors stimulating lectures, conferences, and outreach programs for higher education, K-12, and public audiences locally, regionally, and nationally. The Center also administers FLAS Fellowships for students in high-quality graduate and undergraduate degree programs across the humanities, social sciences, and professional schools. REES works to cultivate generations of learners and professionals that reflect the diversity of both the U.S. and the REES

world area, while promoting intellectual inquiry and dialogue pivotal to an inclusive society.

Activities addressing the NRC absolute and competitive preference priorities are indicated below in 1.B (as **AP1&2, CP1&2**) and in the detailed proposal budget.

*B. Development Plan* – This section, along with the Performance Measure Forms (Appendix 3) and budget, outlines the developmental stages of REES’s programming for the 2018-22 cycle and goals addressed by the proposed activities. By the end of the grant period, REES will strengthen its curricular offerings and support for faculty teaching and research and will build on productive outreach partnerships with Pitt’s School of Education, K-12 schools, and community colleges and MSIs throughout the Western Pennsylvania region and the nation. These programs will facilitate broad participation and access to international studies resources and training opportunities.

**Faculty and Staff Resources.** REES will enhance training of future policy experts in areas of national need (**AP1**) through the appointment of a Visiting Lecturer in Political Science who will offer at least two courses per year on contemporary Russian and Eurasian politics, cost-shared with Pitt’s Dietrich School of Arts & Sciences (A&S). Partial funding is sought for REES’s Outreach Coordinator, a Center administrator, a half-time Graduate Student Assistant to support outreach programming, and travel to professional meetings for staff development (2.A). Funds are also requested to partially support the recently created REES Digital Scholarship Curator position to strengthen the impact of Center-generated content among diverse national and international audiences—including policymakers and media outlets—through strategic online publishing, blogging, and social media posts that generate debate on regional issues (3.B, 9.C) (**AP1**).

**Library and Information Resources.** Funds are requested for expansion of REES’s extensive library and film collections, including purchase of new materials on Central Eurasia in consultation with REES faculty (5.A); travel by Pitt’s Slavic bibliographer to overseas partner

institutions for exchange of materials (5.A); and enhancement of online research databases (5.A) and *Sean's Russia Blog* (3.B, 9.C), which features podcast interviews with experts on the Center's world area who contribute a diverse range of views on regional debates (**AP1**).

**Non-Language Instruction.** Through its recently introduced Central Eurasia Initiative, REES will provide course development funds for faculty from various Pitt departments and professional schools to enhance curricula on this region, including the five Central Asian countries of the former USSR, the Caucasus, Turkey, Iran, Afghanistan, and Mongolia. Faculty will be encouraged to propose courses that examine Central Eurasia from diverse disciplinary perspectives in transregional and global contexts, exploring the region's connections with powers such as Russia and China and its role in the world economy and environmental change. Instructional funding for one such course, "Central Asian Water Future" (launching in 2019-20 through the College of Business Administration), is included in this proposal. Curriculum development funds will augment Pitt's increasing concentration of teaching, research, and information resources on Central Asia (5.A, 6.D), which already resulted in the University's selection to host the 2018 conference of the Central Eurasian Studies Society (CESS) and REES's receipt of a \$100,000 Humanities Connections grant from NEH for a Central Asian-themed project (6.B). REES will also continue sponsoring institutional memberships in CESS and the Consortium for Educational Resources in Islamic Studies (9.C) to expand its capacity in this strategic world area.

Support for exchanging scholars with partner institutions in the REES region will strengthen development of new course content, teaching and research resources, and other programming. Funding is sought for exchanges with REES's partners in Central Europe, including the Herder Institute for Historical Research on East Central Europe (Marburg, Germany) (8.C), the University of Ljubljana (Slovenia), and Central European University (Budapest); and Eurasia,

including the Russian Presidential Academy of National Economy and Public Administration (RANEPA) in Moscow (9.C) and Nazarbayev University in Kazakhstan, with which REES, Pitt's School of Medicine, and University of Pittsburgh Medical Center have formed new connections.

NRC funds are also requested for a study abroad program on energy issues, a new course on Balkan cultures, and the REES capstone seminar, which is taught each spring for upper-level undergraduate certificate students. The capstone course culminates in each student's production of a substantial research paper, written with extensive individualized guidance from the instructor and incorporating multiple disciplinary perspectives to analyze a REES-area topic (8.A).

**Language Instruction.** To increase student attainment of high-level language proficiency in areas of national need, funds are requested for instruction in East European and Eurasian languages through Pitt's Less-Commonly-Taught Languages Center (7.A), intensive courses in the Slavic, East European, and Near Eastern Summer Language Institute (SLI) (7.A), proficiency assessments (3.D, 7.D), and language tutoring and conversation tables (7.D). REES will continue collaborating with NRCs at other universities to support summer offerings of Central Eurasian languages and the Pitt-administered Balkan and Black Sea Language Consortium (3.A, 7.A). Support is also sought for REES's Language Teaching and Learning Research (LTLR) program, which brings visiting scholars to conduct research projects using the unique resources of the SLI and disseminates their findings online to a broader community of language educators.

REES requests funding to develop online instruction in Elementary and Intermediate Russian—with matching funds from an A&S Curricular Innovation Grant—which will supplement traditional classroom instruction and increase scheduling flexibility to enroll students from a more diverse range of Pitt departments and professional schools (3.D, 7.A). Funds are also sought for faculty stipends to develop Foreign Language Across the Curriculum (FLAC) trailers



utilizing REES-area language materials in connection with existing international studies courses, and for part-time salary and professional development travel costs for a FLAC coordinator to be shared with other UCIS centers (7.B). The coordinator will work closely with Pitt's language departments and area studies centers to provide ongoing support for FLAC course instructors. To help launch these efforts, instructional funding is requested to introduce a Russian-language trailer to the high-enrollment "Russian Fairy Tales" cultural course (6.A, 7.B) in 2019.

**Curriculum Design.** REES's academic programs focus on developing key student competencies: regional expertise, understanding interdisciplinary connections and diverse perspectives, foreign language skills, civic and global engagement, and professional identity (3.D). REES requests support for initiatives to prepare Pitt students for advanced study and careers using language skills and area knowledge to meet national needs in the government, military, education, business, and nonprofit sectors (**API**). These include undergraduate research and teaching assistantships requiring competency in REES-area languages (8.C), as well as two annual conferences that draw an international audience: the European and Eurasian Undergraduate Research Symposium and the graduate conference conducted by Pitt's Graduate Organization for the Study of Europe and Central Asia (GOSECA) (8.C, 9.B). REES will also host the national Soyuz Postsocialist Cultural Studies conference at Pitt in Spring 2019.

NRC funding is sought for UCIS's successful International Toolkit and Career Initiative program to enhance Pitt students' preparation for internationally oriented careers (8.D). Additions will include "Career Identity" courses on pre-professional topics and an International Studies Career Integration Fellow graduate student position, to focus on career mentoring and be cost-shared by all UCIS centers. Finally, funds are requested for a UCIS evaluation consultant and stipends for REES affiliated faculty members who will be trained to evaluate electronic portfolios

created by students in the Center’s certificate programs, employing a rubric developed by UCIS and Pitt’s School of Education to assess learning outcomes of curricular, co-curricular, and extra-curricular international studies programming (3.D). These projects will be integrated with the ongoing Personalized Education Initiative of Pitt’s Office of the Provost.

**Outreach Activities.** REES proposes to offer a rich variety of professional development programs for pre-service and in-service K-12 teachers and school administrators (9.A) (**AP2, CP2**). REES faculty and staff will collaborate with other UCIS centers and Pitt’s School of Education to provide content on the Center’s world area in the “Global Issues through Literature” and “Interdisciplinary Global Educators” workshop series, which focus on best practices to internationalize K-12 curricula. REES also spearheaded a successful UCIS grant proposal to the Longview Foundation for World Affairs and International Understanding to collaborate with Pitt’s College in High School (CHS) program on a summer institute, training Pennsylvania educators to teach globally focused courses—e.g., World Politics and Russian History—for which students will receive dual credit from Pitt and their high schools. NRC funds are requested to offer additional teacher training institutes with CHS after the end of the Longview grant (9.A).

For K-12 students, REES seeks funding of field trip transportation and other academic and cultural enrichment programming with the Pittsburgh Public Schools’ Russian language program (7.D, 9.A), located in a high school with 60% minority enrollment, and activities with additional K-12 Russian and Turkish language programs in Western Pennsylvania. REES collaborates with Pitt Slavic Department faculty to host a regional ACTR Olympiada of Spoken Russian for high school and undergraduate students from multiple institutions; funds are requested to expand this event. REES students and faculty also share expertise with local K-12 audiences through the School Visits Program, addressing current events and historical or cultural themes focusing on the

Center's world area. To enhance this program, REES study abroad returnees will participate in UCIS's new "Global 360" initiative, using virtual reality headsets to share immersive interactive experiences based on their overseas travel with elementary and secondary schools.

REES will continue sponsoring teams of Center undergraduates and pre-service teachers to participate in UCIS's Partnership for Advancing Globalized Education (PAGE) program by developing unit plans on REES-area history, cultures, and languages to present in local high school social studies and foreign language classrooms, with guidance from a mentor teacher and Pitt School of Education faculty supervisor (9.A) (**AP2, CP2**). Pittsburgh-area teachers will be invited to deepen their engagement in the design and promotion of REES and UCIS outreach activities through a new Educators' Advisory Board and a School Ambassadors program. At a national level, REES will partner with NRCs for its world area at four other universities on the new "Engaging Eurasia Teaching Fellowship Program," offering online and in-person curriculum development workshops with content and pedagogy experts and lesson plan resources for an annual cohort of secondary school and community college educators (**AP2, CP1**).

Postsecondary outreach support is requested to continue offering professional development for faculty at community colleges and minority-serving institutions (MSIs), both in Western Pennsylvania and nationally, in collaboration with other UCIS centers (9.B) (**AP2, CP1**). Annual online workshops on the themes of Business, Energy, Technology, and Health (BETH) will address all world regions, including the REES area, to prepare attendees to develop internationally focused courses, modules, and co-curricular activities. REES will offer stipends to support participation by faculty from Western Pennsylvania community colleges and MSIs in the Center's study abroad programs on energy and economics in Eastern Europe (8.D), which are connected with the online workshop topics. REES will also continue collaborating with the Midwest Institute

for International/Intercultural Education (MIIIE) to support internationally themed workshops and online resources for community college and MSI faculty nationwide (9.B) (**AP2, CP1**).

REES will work closely with the UCIS partnership coordinator at the Community College of Beaver County (CCBC), which collaborated with the Center on a 2014-17 NEH curriculum development grant (9.B). NRC funding is requested to support student field trips and stipends for faculty to infuse REES-related content into their courses in CCBC's new Honors College (**CP1**).

In addition, REES will continue its successful collaboration with Russian, East European, and Eurasian NRCs from other universities to provide stipends for faculty from community colleges and MSIs to develop courses and curriculum resources on the REES region for online dissemination (9.B) (**CP1**). REES will also support travel to the annual ASEEES convention by community college and MSI faculty, minority scholars, and graduate students and junior scholars working on topics related to diversity and inclusion in Slavic studies and the REES world area (9.B) (**CP1**). The Center's lecture and discussion series will incorporate events exploring the impact within its academic field of various facets of diversity, such as race and ethnicity, gender identity and sexual orientation, and divergent disciplinary and political perspectives (**AP1**).

NRC funds are sought for outreach to the general public through Pitt's annual Russian Film Symposium, the REES lecture series, and intensification of the Center's online publishing and social media initiatives to engage a more diverse audience in key regional debates, including government, business, and media professionals (9.C) (**AP1**). REES will also work with UCIS's planned Community Engagement Board to develop new public outreach programs in partnership with local museums, libraries, and other arts and cultural organizations.

C. Costs – In 2016-17, Title VI funds comprised only 6% of Pitt's total spending on the REES subject area; other internal and external funds supported faculty and staff salaries, student aid,

summer language programs, research, travel, events, and library acquisitions (4.A). The mutually reinforcing nature of these programs, along with detailed cost information in the current proposal budget, demonstrates that REES effectively leverages Title VI grant resources.

*D. Long-Term Impact* – REES has played a central role in the growth of international and area studies at Pitt. The Center uses NRC funds to attract faculty members who have not previously worked in the REES region and to develop new courses, facilitating the expansion and diversification of student enrollments. REES summer programs on campus and abroad are highly successful, drawing students both locally and nationally. Language-based study abroad programs in Russia and Estonia (for Russian language study), Bulgaria, the Czech Republic, Montenegro, Poland, and Slovakia have raised SLI enrollments well beyond 100 students annually (7.A), while area studies courses held in East Central Europe (8.D) attract growing numbers of students to experiences that increase their knowledge of societies in the region. The Undergraduate Research Symposium, capstone seminar, and undergraduate assistantships deepen students' involvement in REES-related academic work and prepare them for graduate studies and employment.

Recognition as a comprehensive NRC also enables the Center to strengthen academic and career preparation of graduate students in Pitt's schools of Arts & Sciences, Business, Education, Law, the Graduate School of Public and International Affairs (GSPIA), and health and science fields. Proposed activities benefiting graduate and professional school education include the GOSCA student conference, summer and academic year language instruction, programs for pre-service teachers in the School of Education, and specialized online resources. Finally, support for expanding Pitt's library holdings in REES-area languages and its Eurasian cinema collection—a unique resource with low-print run films unavailable at any other U.S. institution—constitutes a permanent impact of Title VI funding on all levels of education at the University.

## 2. QUALITY OF STAFF RESOURCES

### A. Faculty and Staff Qualifications; Professional Development; Teaching and Student Advising –

REES has 75 affiliated faculty members, based in 15 Arts & Sciences departments and seven professional schools at Pitt. REES faculty have received grants from Fulbright, German Marshall Fund, Wenner-Gren Foundation, ACLS, ACTR, IREX, NEH, NIH, NSF, SSRC, UNDP, USAID, USIP, and the U.S. Departments of Education, Energy, Health and Human Services, and State. They have been visiting fellows at the Austrian Academy of Sciences and the Russian Presidential Academy of National Economy and Public Administration (RANEPA) and served on the boards of AAASS/ASEEES, ACTR, CESS, and Carnegie Corporation of New York. REES faculty have received research and publication awards from the Bulgarian Academy of Sciences, Network of Institutes and Schools of Public Administration in Central and Eastern Europe, Forbes Ukraine, American Council for Polish Culture, Modern Language Association, and American Association of Teachers of Slavic and East European Languages (AATSEEL); and University awards including the Chancellor's Spotlight Award, Chancellor's Distinguished Public Service Award, Provost's Award for Excellence in Mentoring, and Donald Goldstein Professor of the Year.

REES's Director, Dr. **Nancy Condee**, is a Professor of Slavic and Film Studies and currently chairs Pitt's Department of Slavic Languages and Literatures. She has published six books, including the award-winning monograph, *Imperial Trace: Recent Russian Cinema* (Oxford), as well as 47 refereed journal articles and book chapters within the past decade. Dr. Condee's awards include the Yegor Gaidar Fellowship (RANEPA); a British Academy Visiting Fellowship (Saint Antony's, Oxford); a MacArthur Foundation Fellowship in International Peace and Security; and a Research Fellowship from the Kennan Institute for Advanced Russian Studies. She has served as Director of Pitt's Title VI-funded Global Studies Center, Chair of the Board of

the National Council for Eurasian and East European Research, and President of AATSEEL.

Among REES's program staff, the Acting Associate Director/Outreach Coordinator, **Zsuzsánna Magdó**; Academic Advisor, **Andrew Behrendt**; and Digital Scholarship Curator, **Sean Guillory**, hold Ph.D. degrees. REES's Assistant Director for Grants and Assessment, **Gina Peirce**, holds two master's degrees; and the Administrative and Program Assistant, **Kiersten Walmsley**, holds a Master of Public and International Affairs. Center staff have proficiency in Russian, Hungarian, and Romanian and ample overseas experience in the REES region.

The Center's network of institutional partnerships in Eastern Europe and Eurasia enhances professional and educational opportunities for REES faculty, staff, and students (4.A). REES staff members have used Pitt employee tuition benefits to improve their language skills and earn advanced degrees. Other professional development opportunities include REES small grants for faculty research; Center assistance to faculty in preparing funding proposals; and REES support for academic and professional travel by faculty, staff, and graduate students (4.A, 8.D).

In addition to teaching, many REES faculty members supervise student theses and dissertations (Appendix 1) and serve as departmental advisors to students at the undergraduate and/or graduate levels. REES staff members advise graduate and undergraduate certificate students (each of whom also has a primary faculty advisor), coordinate the annual Graduate Student Conference and Undergraduate Research Symposium, and administer student assistantships (8.C). REES and the Slavic Department coordinate student cultural clubs, language tutoring, and weekly Russian, Polish, and Bosnian/Croatian/Serbian (BCS) conversation tables (7.D).

*B. Staffing and Oversight* – REES has five program staff plus a part-time publications designer (2.A, 4.A), a financial administrator shared with other UCIS programs, a Graduate Student Assistant, and an undergraduate ambassador. REES faculty and staff participate in all levels of

Pitt’s international studies activities; the Center has representatives on UCIS’s Planning and Budget, Academic Affairs, K-16 Outreach, and Evaluation and Assessment committees. Faculty throughout the University are involved in REES committees and consultative functions, including a Center Advisory Board, which, like the FLAS selection committee (10.A), is composed of representatives of several A&S departments and professional schools. REES small grants (4.A) also are awarded by a committee chosen each year from faculty in various departments.

C. Non-discriminatory Practices – Pitt complies with federal, state, and local requirements regarding nondiscrimination and actively promotes the rights of all individuals to equal opportunity in education and employment (3.C). Promoting diversity and inclusion is one of the four pillars of the current strategic plan, *The Plan for Pitt (2016-2020)*. The University was one of only two Pennsylvania institutions chosen by *INSIGHT into Diversity* magazine for the 2017 Higher Education Excellence in Diversity (HEED) award, recognizing its commitment to recruit and retain employees and students from underrepresented groups. All faculty appointment committees at Pitt are structured to take into account affirmative action criteria. REES strongly supports this commitment and recruits candidates from diverse backgrounds for staff positions.

### 3. IMPACT AND EVALUATION

A. Impact on the University, Community, Region, and Nation – REES’s strong impact on the University of Pittsburgh is reflected in Table 1. REES-area language courses have grown in recent years; for example, Elementary BCS enrollments increased by 50% from Fall 2016 to Fall 2017. Slavic Department cultural courses (6.A, 7.A) have among the highest

TABLE 1: REES UNIVERSITY IMPACT, 2016-17	
Undergraduate Enrollments in REES Courses	5,038
Graduate Enrollments in REES Courses	521
REES Language & Area Studies Courses Offered	254
Undergraduate REES & EU Studies Certificate Program Enrollments	103
Graduate REES & EU Studies Certificate Program Enrollments	29
REES & EU Studies Certificates Awarded	30



enrollments of all humanities classes at Pitt. REES's Academic Advisor and student ambassador (2.B) visit key introductory language and area studies courses for certificate program recruiting each semester. In addition to students officially enrolled in REES and related European Union Studies certificate programs (8.A, 8.B), dozens more—including doctoral students who already completed a certificate with their master's degrees—receive REES advising and participate in Center events. Other important REES impacts at Pitt are development of new language and area studies courses (Appendix 2) and library acquisitions (5.A).

The Center's impact on K-16 educators and students, business, media, and the public in the Pittsburgh community is detailed in 9.A–9.C. REES outreach programs were attended by 1,646 K-12 students and teachers in 2016-17, with even more students reached indirectly through teacher training. Data from 2016-17 for postsecondary outreach (1,889 attendees); film screenings (1,601); and lectures, cultural festivals, and other community events (5,115) also show the broad impact of REES activities (9.C, Table 6). REES's regional and national impact is demonstrated by annual student conferences drawing presenters from a wide range of home institutions, as well as faculty development workshops with participants from postsecondary institutions in the Western Pennsylvania region and beyond (9.B). Participants in REES's educator training programs transmit acquired knowledge to students and colleagues at their home institutions, and educational resources from these programs are disseminated online, creating a multiplier effect.

Center faculty contribute to reports on the REES area in local, national, and international print, broadcast, and online media outlets (9.C). REES's scholarly publications and electronic resources have a nationwide impact (9.B, 9.C), and the SLI draws students from institutions throughout the country (7.A). The impact of REES programs is magnified by collaboration with other Pitt units; with community organizations, particularly for outreach activities; and with other

universities. Collaboration with multiple NRCs in the Balkan and Black Sea Language Consortium enables Pitt to offer summer BCS, Bulgarian, Turkish, and Ukrainian courses to students throughout the U.S. (7.A); REES also supports the Central Asian Language Consortium and the Baltic Studies Summer Institute and will contribute to the Central Eurasian Studies Summer Institute in the 2018-22 cycle. Finally, REES's impact is illustrated by career placement data for recent alumni and matriculation rates into advanced study programs (3.E, Table 2).

*B. Activities Addressing National Needs* – REES activities generate and disseminate information to the public on subjects addressing national needs through workshops for K-12 and postsecondary educators, publications, lectures, conferences, film symposia, media outreach, and collaboration with cultural and other community organizations (3.A, 9.A–9.C). Additionally, the hiring of Dr. Sean Guillory as Digital Scholarship Curator (2.A, 3.D) to manage the Center's online publishing and social media has been a particularly effective means of widely disseminating material on the REES world area. For instance, 125 interviews with authors of books on seven Eurasian countries have been downloaded from the *Sean's Russia Blog Podcast* site (9.C) over half a million times since 2015, helping to bridge the information gap between academia and the general public.

*C. Equal Access* – REES adheres strictly to Pitt's policy prohibiting discrimination based on "race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other protected class" ([www.diversity.pitt.edu/affirmative-action](http://www.diversity.pitt.edu/affirmative-action)) in admissions, employment, access to and treatment in all University programs and activities. Women constitute 56% of REES certificate students and 40% of REES faculty (2.C). Many ethnic and national groups and non-traditional students are represented. Disciplinary representation is broad, with 65% of REES graduate students enrolled in professional school programs (8.B) and 25% of REES undergraduates majoring in fields outside of the humanities and

social sciences. REES outreach programs such as lectures, films, and cultural festivals attract diverse participants, including the elderly and members of various local ethnic communities.

REES contributes to UCIS-wide efforts engaging underrepresented groups in international studies and is particularly active in national initiatives promoting involvement of African-American and other minority students and scholars in Slavic and East European studies (9.B). Pitt's Study Abroad Office (SAO) and Cross-Cultural and Leadership Development center promote study abroad to underrepresented populations, such as racial minorities and LGBTQ students. SAO and Pitt's Disability Resources and Services (DRS) office produced the video "Making It Happen: Study Abroad for Students with Disabilities," which, along with SAO's guidebook for African-American students, serves as a resource for institutions across the country. Pitt requires teaching assistants and advisors to attend a seminar on diversity before working with undergraduates. All University buildings are accessible to persons with disabilities, and services for the physically or visually challenged and learning disabled are available through DRS.

*D. Evaluation Plan* – REES employs a wide range of methods to evaluate program impacts and will refine these procedures according to the project-specific Performance Measure Forms (PMFs) in Appendix 3. The Center's **five goals** for 2018-22 are: 1) **graduate more students with international and area studies competencies** preparing them to enter REES-related careers and/or advanced degree programs; 2) **graduate more students with intermediate or advanced level competency in US/ED priority languages** from the REES world area; 3) **increase international competencies of K-16 students**, especially at underserved schools, MSIs and community colleges; 4) **increase international competencies of K-16 faculty**, especially in these same categories of schools; and 5) **increase understanding of the REES world area** among regional business and professional communities, media, government, and the general public.

**Goal 1: Increase student preparation for REES-related careers and advanced degrees.**

REES has worked closely with UCIS through the *myPittGlobal COMPASS (Competency & Program Assessment) project* to introduce a new set of learner-centered, competency-based assessment tools that will serve as a rich source of data to evaluate Center certificates and other student programs. The Sutable gamified digital platform, which tracks and incentivizes engagement in an integrated set of curricular, co-curricular, and extracurricular global learning experiences, is combined with an electronic portfolio system to curate students' self-reflection on their learning as a part of Pitt's ongoing Personalized Education Initiative (1.B). UCIS and Pitt's School of Education were awarded a Title VI International Research and Studies grant in 2017 to study the impact of these innovative digital tools on assessing students' development of seven key competencies specified in UCIS's Global Learning and Engagement Rubric ([www.ucis.pitt.edu/main/global\\_learning\\_outcomes](http://www.ucis.pitt.edu/main/global_learning_outcomes)). REES also measures student impacts by collecting data on **certificate program enrollments and participation** in academic and career preparation activities; **surveying alumni** annually to collect more detailed information about their employment and use of foreign language training than is included in IRIS NRC alumni reports; and administering US/ED's FLAS alumni tracking survey biennially.

UCIS regularly arranges for Pitt's University Center for Teaching and Learning (Teaching Center) to conduct **focus groups** with students in REES and other area studies certificate programs. Focus group questions build on results of **online entry and exit surveys**, developed through *myPittGlobal COMPASS* to provide data for annual student learning outcome reports to Pitt's Office of the Provost. In the 2017 survey, a large majority of REES's graduating students saw a positive impact from their coursework on their expertise and interest in the region. Among respondents, 80% reported that they were "very much" (the highest possible rating) able to engage

in discussions and debates on REES-area topics, and 80% stated that they “very much” explored the REES area outside of the classroom. In addition, 70% reported that they “very much” felt knowledgeable about international issues related to the REES region, while only 20% had felt this way before starting the REES certificate program. Also, 80% of REES students definitely or potentially planned to pursue careers with an international dimension utilizing their foreign language skills. Similar surveys and focus groups will be conducted in the next grant cycle to discover whether REES’s impact on student competencies has been further strengthened.

Another method of evaluating student competencies is the requirement for all REES Undergraduate Certificate students to complete a **capstone project** on a topic related to the Center’s world area (8.A). REES’s Graduate Certificate programs also require a major research project, utilizing original language sources (8.B). All projects are assessed by the REES Academic Advisor, and in 2018-22 the Center plans to add annual faculty reviews of student capstone papers using UCIS’s new *myPittGlobal* E-portfolio Evaluative Scale rubric.

**Goal 2: Increase student competency in REES-area priority languages.** In addition to tracking intermediate and advanced language course enrollments, as described in the PMFs, the Center will collect data on learning outcomes of Pitt’s language programs. **Oral Proficiency Interviews** are administered by ACTFL-certified testers to 50%–100% of students completing 4th- and 6th-semester academic year courses in Russian, BCS, and Turkish (7.D), and REES plans to extend this testing into the 2018-22 NRC cycle (1.B). Summer Language Institute learning outcomes are measured through oral proficiency assessments of all students (7.D), which are conducted by ACTFL-certified OPI testers or computerized OPIc exams for Russian, BCS, and Turkish, while other languages employ an interview format developed by SLI Academic Director and nationally prominent linguist Oscar Swan. These evaluations ensure that students receive

performance-based instruction of high quality and attain sufficient levels of proficiency to use their REES-area priority language skills for careers in areas of national need.

**Goals 3-5:** Increase international competencies of K-16 students and faculty; business, professional, media, and government communities; and the general public through REES outreach programming. As a part of the *myPittGlobal COMPASS* project, REES worked with the UCIS Evaluation and Assessment Committee to develop a **customized set of outreach program participant surveys** for K-12 student events, K-16 educator workshops, and programs with community organizations (9.A–9.C). These surveys, featuring an increased focus on the long-term impact of REES and UCIS programs on internationalizing K-16 curricula and community events, will be used in 2018-22. REES also utilizes data collected on event attendance and educational resource development for the IRIS reporting system in its outreach program evaluation.

For all five goals outlined in the PMFs, REES and the other UCIS centers will contract with **independent program evaluation specialist** Martha Riecks ([www.askandevaluate.org](http://www.askandevaluate.org)) to refine existing evaluation tools, develop new instruments, and revise logic models as needed throughout the 2018-22 cycle. Since 2013, Ms. Riecks has provided training and consultation to UCIS staff on development of performance measures and Title VI evaluation plans. UCIS will also continue consulting with experts at the Teaching Center on certificate student focus groups and other academic program evaluation methods, such as student and alumni surveys.

REES has used the results of recent evaluations to improve its programs. For example, in 2016 a committee of Center-affiliated faculty rated a sample of **undergraduate and graduate student capstone research projects** on a 5-point scale, using a rubric based on certificate program learning objectives. The projects received a median score of 4.48, comparing favorably to 3.75 from the prior faculty evaluation in 2013, when papers received lower scores on incorporating

interdisciplinary perspectives. Thus, REES's 2015 introduction of an annual capstone seminar (1.B)—which focuses on including multiple disciplinary perspectives in student projects—appears to have successfully addressed this previous weakness.

The Teaching Center's 2017 **focus group report** found that Pitt's area studies certificate programs "had a clear and powerful impact on undergraduate students [...] Many of these students see the program as life changing, and believe it will have a major and lasting influence on their future career plans." Students identified certificate course offerings, advising, study abroad, public lectures, International Career Toolkit events, and professional networking opportunities as particular strengths. Focus group participants also rated a range of experiential learning opportunities offered by the UCIS centers. The impacts of undergraduate research and capstone courses (1.B), community-based learning, and internships were rated 8 or above out of 10 by most students who engaged in these experiences. Graduate students praised funding opportunities offered through UCIS certificate programs, while noting a need for increased public engagement to support career preparation. REES plans to address this in the upcoming NRC cycle by involving more students in initiatives such as the PAGE, Global 360, and K-12 school visit programs (1.B).

Other REES program evaluation methods include IRIS data collection on course enrollments, attendance at Center events, and faculty awards and publications. The UCIS centers have also created an **online faculty survey** to evaluate the impact of area studies programs on affiliated faculty members. In 2018, 87% of REES faculty respondents "strongly agreed" or "agreed" that the Center was effective in providing support and resources for their teaching and research, and 91% "strongly agreed" that REES's presence benefited their department or school. Programs viewed as especially valuable included lectures and conferences; financial support for faculty research and curriculum development; support for student research; and REES library

collections. In the upcoming cycle, the Center will work on restructuring REES and UCIS small grant programs for affiliated faculty to further increase impact based on the survey results.

Finally, REES uses **external program evaluations** by experts on the Center’s world region to assess suitability of instructional, research, and training programs and library collections to the needs of students and faculty in Russian and East European studies. The most recent evaluation was conducted in 2017 by Dr. William Comer, Director of the Russian Flagship Program and Associate Professor of Russian at Portland State University. His report noted: “The state of the University of Pittsburgh REES program is strong, and the Center has done a very good job of fulfilling the activities and developments promised in the 2014 grant [...] UCIS provides strong institutional commitment to international studies and global engagement across the campus. REES has strong outreach to regional schools and a special, innovative partnership with the Community College of Beaver County, which has played a transformative role at that institution. REES has parlayed its resources effectively to attract additional grant funding.” Dr. Comer recommended that REES increase its efforts at disseminating digital content and open educational resources, particularly for language learning. To address this, REES plans to develop new online language offerings (7.A) and support the Digital Scholarship Curator position to enhance the Center’s web presence in the new NRC cycle (3.B). REES has also received the Provost’s approval to implement Dr. Comer’s suggestion to add “Eurasian” to the Center’s name to convey its growing commitment to scholarship on Central Asia; this change is expected to take effect by Fall 2018.

*E. Post-Graduate Placements Addressing National Needs; Improved Supply of Specialists* – The significant contributions of REES programs to an improved supply of specialists on the Center’s world region are demonstrated by data on student enrollments (3.A) and alumni placements in post-graduate employment, education, and training in areas of national need (Table 2). In the past



four years, 19 REES graduates (23%) began employment in the **U.S. government, military, or higher education**; another 24 alumni (29%) matriculated into **graduate or professional study programs**. In REES's survey of 2016-17 certificate recipients (3.D), 86% reported they are using their language skills in their current jobs or studies, or expect to do so as they progress further in their careers. In 2018-22, REES will work to further increase placements in areas of national need by collaborating with Pitt's Office of Career Development and Placement Assistance, GSPIA, Law, and other departments to provide enhanced advising, programs such as the International Toolkit and Career Initiative series, and print and online resources on relevant opportunities (8.C).

Examples of recent placements of REES alumni are: six officers in the U.S. Army, Navy, and Marines (including one intelligence officer); an Administrative Officer at the Department of

Defense Education Activity; Fulbright award recipients in Russia (three alumni), Hungary, and Turkey; a Peace Corps volunteer in Kosovo; an OSCE intern in Poland; an International Public Sector Division consultant at PricewaterhouseCoopers; a cybersecurity analyst at Ntrepid Corporation; a Language Modeling and Translation intern at Voci

<b>TABLE 2: REES ALUMNI PLACEMENTS</b> Graduated from Pitt with a REES Certificate between 2013-14 and 2016-17		
<b>Category of Post-Graduation Placement</b>	<b>BA Graduates</b>	<b>MA / PhD Graduates</b>
Matriculation into Advanced Study Program	22	2
<b>Employment in:</b>		
Postsecondary Education	8	3
K-12 Education	3	0
U.S. Military	6	0
U.S. Government	2	1
State or Local Government	1	0
Private Sector Nonprofit	5	4
Private Sector for Profit	24	0
International Organization	0	2
<b>Total</b>	<b>71</b>	<b>12</b>

Technologies; and faculty at Central European University, Truman State University, and Viatka State University (Russia). REES alumni have also entered prestigious graduate programs at American University, University of Arizona, Carnegie Mellon University, University of Delaware, Free University of Berlin, Johns Hopkins University, University of Leipzig, University of Massachusetts, Ohio State University, University of Pittsburgh, and University of Warsaw.

*F. Fellowships Addressing National Needs* – Table 3 shows that REES has effectively used FLAS

Fellowships to address national needs identified by federal agencies. Since 2008, REES has awarded over 86% of its AY and Summer FLAS Fellowships for **priority languages** identified by the Secretary of Education, and 100% for **Less-Commonly-Taught Languages**. REES made 37 of its 95 Academic Year FLAS awards (39%) since 2008-09 to students attending Pitt’s professional schools, preparing them for careers in areas of need in the government, legal, business, and non-profit sectors. Placement data for the 69 unique AY FLAS recipients from this period (including some who held a FLAS more than once) indicate that 15 entered employment in higher education, 7 in the federal government or military, and 24 in other sectors, while 18 are either continuing their studies at Pitt or pursuing advanced degrees at other institutions.

<b>Table 3: REES Academic Year FLAS Fellows, 2008-09 to 2017-18</b>	
<b>By Language</b>	
Russian	31
Bosnian/Croatian/Serbian	28
Turkish	13
Ukrainian	10
Polish	9
Slovak	2
Hungarian	2
<b>TOTAL</b>	<b>95</b>
<b>By Discipline</b>	
Slavic Languages & Literatures	15
History	13
Anthropology	8
Political Science	4
Economics	4
Linguistics	4
History of Art & Architecture	2
Religious Studies	2
Theatre Arts	2
Computer Science	2
Music	2
<b>Arts &amp; Sciences Total</b>	<b>58</b>
Law	16
Public & International Affairs	17
Business	3
Administration of Justice	1
<b>Professional Schools Total</b>	<b>37</b>
<b>TOTAL</b>	<b>95</b>

#### 4. COMMITMENT TO THE SUBJECT AREA

*A. Institutional Support for Center Operation, Teaching Staff, Library, Overseas Linkages, Outreach, and Students* – Pitt provides **over \$7.3 million annually** for faculty, staff, students, programs, materials, and services related to REES-area studies (Table 4), or over 14 times the NRC/FLAS budgets in the current cycle. The University provides supplemental salary, fringe, and course buyouts for the REES Director (a faculty member who devotes 50% effort to administering the Center) and 54% of salary and fringe costs for REES staff (2.B); the remainder is funded by external grants. Pitt allocates annual operating, small grants, and tuition remission funds to REES

and provides an annual subvention to the University of Pittsburgh Press, publisher of the “Russian and East European Studies” and “Central Eurasia in Context” book series (9.B). UCIS provides REES’s office space, oversees its human resources and budgets, and fully funds **two REES Postdoctoral Fellowships** to augment Pitt’s faculty expertise on Central Eurasia.

Pitt’s strong institutional commitment to international studies is demonstrated by the recent appointment of UCIS Director Ariel Armony to the new position of Vice Provost for Global Affairs. Through the efforts of UCIS and its area studies centers in implementing the *Global Plan for Pitt (2016-2020)*, the University was selected by NAFSA, the Association of International Educators, as one of four recipients of the 2017 Senator Paul Simon Award for Comprehensive Internationalization. Starting in 2018, Pitt is adding \$1 million to UCIS’s annual budget for work on the Global Plan, plus a \$2.5 million allocation for multi-year strategic initiatives, including the Pitt Global Hub student advising resource center (opening in 2019). Pitt will also provide \$300,000 for University-wide “Year of Pitt Global” themed programming in 2018-19, and A&S has pledged nearly \$1.7 million for UCIS centers’ conferences, faculty, and student support in 2018-22. REES will continue to play a key role in the increasing prominence of international studies at Pitt.

In the current NRC cycle, Pitt has hired six tenure-stream REES affiliated faculty members: Heath Cabot and Tomas Matza (Anthropology), Tymofiy Mylovanov (Economics), James Pickett (History), Iza Ding (Political Science), and Dennis Schebetta (Theatre Arts); eight Lecturers or Visiting Lecturers/Assistant Professors: Frank Karioris (Gender, Sexuality & Women’s Studies), Jan Musekamp (History), Vasili Rukhadze (Political Science), and Robert Crane, Edie Furniss, Olga Klimova, Tony Lin, and J.D. Wright (Slavic Languages and Literatures); five Postdoctoral Fellows, three of whom are still at Pitt: Patryk Reid (History), David Fossum (Music), and Colin Johnson (Political Science); and five Instructors (Appendix 1). Searches are planned in the next

two years for tenure-stream positions in Slavic (7.C) and History with a focus on Russia. Four Pitt faculty not previously affiliated with the Center also joined REES since 2014: Paul Harper (Business), Michael Lovorn (Education), Randall Halle (German), and Leslie Hammond (History). In addition, A&S assumed all costs for two language instructors—Ljiljana Duraskovic in BCS and Ilknur Lider in Turkish—whose salaries were previously cost-shared with REES NRC funds.

Institutional expenditures for library acquisitions and subscriptions related to the Center’s world area totaled \$1.8 million in 2016-17 (5.A). REES is also very active in establishing overseas linkages, funded by grants totaling over \$4 million since 2001 from the U.S. State Department, USAID, and the U.S. Russia Foundation.

REES’s network of 19 partnerships abroad is distributed across Central and Southeastern Europe, Russia, and Eurasia. Pitt enables faculty members to remain on full salary and graduate students to receive stipends while on overseas exchanges. The University’s Nationality Rooms Program awards an annual fellowship to a visiting Czech or Slovak researcher. In addition, the Office of the

<b>TABLE 4: UNIVERSITY SUPPORT FOR REES-RELATED ACTIVITIES, 2016-17</b>	
<b>Salaries:</b>	
Language Instruction	1,476,079
Area Instruction	2,254,217
REES Center Staff	193,993
Library Staff	427,764
UCIS/Study Abroad Staff	561,323
<b>Operations/Supplies:</b>	6,822
<b>ASEEES Headquarters:</b>	16,110
<b>Research/Travel Grants:</b>	
Faculty Awards	120,244
Student Awards	11,670
<b>Library Acquisitions:</b>	1,804,150
<b>Program Co-Sponsorships:</b>	24,900
<b>Student Learning Assessment:</b>	8,333
<b>Student Support:</b>	
Tuition Remission	331,746
Graduate FLAS Supplements	90,093
<b>TOTAL:</b>	<b>\$7,327,444</b>

Provost, UCIS, A&S, and Graduate & Professional Student Government provide supplementary funds for conferences and outreach programs (9.A–9.C), including the European and Eurasian Undergraduate Research Symposium and REES’s annual graduate student conference.

REES’s tuition remission supports graduate and professional school students in Center certificate programs, plus students at all levels attending the Slavic, East European, and Near

Eastern Summer Language Institute (SLI) or REES's non-language study abroad programs (8.D). REES graduate students often receive research or teaching assistantships through their home departments, and A&S provides tuition and fees for the Slavic Department's graduate Elagin Fellowship. The University funds REES and UCIS small grants for graduate and undergraduate research abroad (8.D). Pitt also provides full tuition and fees above the US/ED institutional payment level and a \$3,000 stipend supplement for graduate FLAS Fellows (10.A).

All students in the SLI are charged in-state tuition, a subsidy totaling approximately \$250,000 in 2017. The SLI also adds around \$185,000 per year to REES's tuition remission budget to support scholarships for summer language study. The impact of SLI funding is magnified by REES's receipt of over \$500,000 annually in Project GO grant funds from the U.S. Department of Defense for Russian and Turkish language study by nationally recruited ROTC students (7.A, 8.D). Finally, Pitt's Slavic Department and Nationality Rooms collaborate with REES to obtain support from Pittsburgh-area ethnic communities. Polish, Ukrainian, Slovak, and Croatian endowments and Serbian community funds support instruction and scholarships in these languages.

## **5. STRENGTH OF LIBRARY**

*A. Library Holdings and Institutional Support* – REES library holdings at Pitt consist of approximately **545,000 volumes**, of which nearly 300,000 are in languages of the Center's world area: 56% in Russian, 18% in Polish, 9% in BCS, 9% in Romanian, and 8% in Slovak and other languages. Particular strengths include Russian and Polish history, politics, literature, culture, and economics, as well as the international relations of the region. In recent years, Pitt's University Library System (ULS) has made concerted efforts to expand Bosnian, Serbian, and Romanian language materials; holdings in the disciplines served by Pitt's professional schools; and materials related to Islam in Southeastern Europe, Russia, and Central Asia. REES holdings have been

buttressed by many important gifts and purchases, especially material relating to Islam in the Balkans, Turkey, and Central Asia. New exchanges with libraries in Turkey and Central Asia afford the opportunity to collect harder-to-procure materials from this region. The ULS “Primary Sources” project allows users to locate primary language source materials from among REES holdings in the University libraries’ online catalogue, PITTCAT.

The ULS subscribes to nearly **600 online databases** along with thousands of electronic journals, statistical compendia, and reference works. Among the most important databases are the ABSEES index to North American publications in Slavic studies and the EastView Universal Database of contemporary Russian newspapers. Recent additions include subscriptions to the Current Digest of the Russian Press Digital Archive, offering electronic access to the complete run of English translations from major Soviet newspapers since 1949; Socialism on Film: The Cold War and International Propaganda, a collection of films from the communist world revealing war, history, current affairs, culture and society as seen through the socialist lens, spanning most of the 20th century; and the Central and East European Online Library, providing access to full-text articles from 1,700 humanities and social science journals and other documents. Approximately 800 stand-alone CD-ROMs are also available for patron use in Pitt’s libraries.

The online Archive of European Integration is the largest private repository (not administered by the European Union) of EU materials in the world, containing 19,773 EU documents and 5,461 documents from private organizations on European integration. The ULS also has the full holdings of the former library of the European Commission in Washington, D.C., containing over 16 million pages. Many documents from both of these sources include material on the REES area. Additionally, Pitt is home to the Virtual Tomanoff Library, a searchable archive of over 30 years of National Council for Eurasian and East European Research project reports.

Finally, the Media Resource Center at Pitt's Hillman Library is the largest North American university holder of **Russian, East European, and Central Asian films, totaling nearly 8,000**, most with English subtitles. These studio-produced copies, many of which are unavailable commercially and unique to Pitt's collection, are an important resource for the University's literature and film studies programs, the SLI, and the annual Russian Film Symposium (9.C).

The REES collection is housed primarily in Hillman Library, the main University library for both undergraduate and graduate students. Other parts of the collection are held in the Fine Arts and Music libraries and the schools of Business, Law, and Information Sciences. Thus, REES resources are readily available to all Pitt students and faculty, including in professional schools.

In 2016-17, the University contributed approximately **\$1.8 million** toward REES-related print acquisitions and electronic subscriptions (4.A), not including materials received through domestic and international exchanges. The library has **three full-time positions** dedicated to the REES collection: a bibliographer, a professional cataloguer, and a paraprofessional in Technical Services (acquisitions and cataloging). In addition, there is a 1/2 FTE in Technical Services, a 1/6 FTE in Current Periodicals, and a 1/3 FTE in the Gift and Exchange section. The full-time Slavic cataloguers are aided by student assistants who undertake special projects. A portion of REES's tuition remission budget supports a full-time Graduate Student Assistant for Slavic bibliographer Daniel Pennell, who edits the journal *Slavic and East European Information Sources*.

**B. Reciprocal Access to Library Holdings** – The University library has approximately **75 active book and serial exchanges** with institutions in the REES world region (1.B). Pitt also participates in the Slavic preservation project SLAVCOPY and an unofficial consortium led by the Slavic section of the University of Kansas Libraries, through which the library subscribes to the Russian Academy of Sciences Bibliographies online and regularly negotiates consortial discounts with

vendors for new electronic databases. The REES collection is part of the Slavic and East European Microform Project of the Center for Research Libraries.

Pitt has the largest library by far in the Western Pennsylvania/West Virginia/Eastern Ohio region and the only one with scholarly holdings in REES-area languages. Pitt's ULS is a member of the Pennsylvania Academic Library Consortium and its network, PALCI/EZborrow, and has reciprocal borrowing agreements with many regional colleges and universities. Through inter-institutional agreements, students from local and regional colleges can borrow ULS materials. The ULS is a net lender in the interlibrary loan system. Pitt library holdings are also accessible to the general public for on-site use. Virtually the entire collection of REES library holdings can be located using PITTCAT and are in the Online Computer Library Center (OCLC) database. In addition, Pitt's Slavic film catalogue and finding aids for archival collections are available online.

## **6. QUALITY OF NON-LANGUAGE INSTRUCTION**

*A. Variety of Course Offerings* – REES offers over **200 non-language courses per year** through 16 A&S departments, the College of General Studies, and four professional schools: GSPIA, Business, Education, and Law (Appendix 2). REES courses in professional schools enrolled over 330 students in 2016-17. Undergraduate REES course enrollments rose in the current cycle to over 5,000 annually (3.A); in particular, introductory History courses and English-language cultural courses in the Slavic Department drew large enrollments (nearly 1,700 total in 2016-17). One such class, "Russian Fairy Tales," was voted "Best Course at Pitt" in a 2017 campus-wide poll.

Around **100 new courses with REES content** were introduced or revived at Pitt in the past four years in Anthropology, Art History, Business, Economics, Education, English, German, GSPIA, History, Law, Linguistics, Music, Political Science, Religious/Jewish Studies, Slavic Languages and Literatures, and Sociology. REES awards NRC-funded "seed" money to faculty to



develop new courses or enhance existing ones (1.B). In this cycle, Lena Surzhko-Harned (formerly Pitt Political Science, now REES Associate at Penn State Behrend) used these funds to redesign a study abroad course on energy (8.D); Michael Lovorn (Education) added content on Russia to his “Teaching and Learning in Social Studies” course for pre-service teachers; and Adriana Helbig enhanced her course, “Carpathian Music Ensemble.” Spring 2018 awards will fund development of Irina Livezeanu’s “Communism and Film in East Europe,” Vladimir Padunov’s “Introduction to Central Asia,” and Robert Crane’s language trailer for “Russian Fairy Tales” (7.B).

B. Interdisciplinary Courses – Interdisciplinary coverage is aided by cross-listing of courses (Appendix 2) and faculty holding appointments in multiple departments and/or schools (Appendix 1). For instance, “Buddhist Civilization along the Silk Road”—listed in Religious Studies, History of Art and Architecture, and History—examines practices of Buddhism in Central Eurasia through methods of three disciplines. Some professional school courses, such as “Security and Intelligence Studies” and “Gender and Development” (GSPIA/Political Science), are cross-listed in A&S. The REES capstone seminar (1.B, 8.A), offered each spring, enables undergraduate REES certificate students to develop research skills in a unique area studies setting. Several new interdisciplinary courses are planned for the 2018-22 grant cycle (1.B), including a **three-course cycle focusing on “Water in Central Asia”** to be taught in Arts & Sciences, Business, and Engineering, the latter of which will expand the Center’s reach into the STEM fields. REES was recently awarded a Humanities Connections grant from NEH to support this course development project (1.B).

C. Teaching Faculty and Instructional Assistants – As of 2017-18, there are **75 REES-affiliated faculty members**, including 67 whose teaching includes non-language courses. In the current NRC cycle, Pitt hired six tenure-stream and 18 other faculty members who work on the REES area (4.A). REES encourages non-area specialists to develop teaching and research on the region as

well; in this way, four more faculty—including from the professional schools of Business and Education—have become REES affiliates since 2014 (4.A). In addition, the Center hosts visiting scholars from Russia and Eastern Europe, who are supported by the University (4.A) and nationally sponsored programs and often act as visiting lecturers in REES courses. Advanced graduate students also teach or assist REES courses in departments including Anthropology, History, Political Science, Religious Studies, Slavic, and the professional schools.

The University provides various programs to strengthen classroom teaching. The Center for Teaching and Learning offers workshops and individual consultations to aid faculty and assistants with current instructional technologies, classroom management, diversity and inclusion in teaching and course design, and learning outcomes assessment. Pitt regularly offers seminars on teaching methodologies to enhance the pedagogical skills of graduate teaching assistants, and faculty closely monitor TAs through classroom visits and written evaluations.

D. Depth of Specialized Courses – REES course coverage focuses in particular on social, economic, and political change in the region; international relations of Eastern Europe and Eurasia; contemporary Russian culture and society; and Southeast European studies. Around 70 courses on Russia and the former USSR, along with 40 courses on East Central Europe and the Balkans, are offered each year. Pitt has the only full-time faculty member in the U.S. teaching Slovak culture and language (Martin Votruba in Slavic). Courses on post-communist developments and European Union enlargement are offered in Economics, Political Science, and GSPIA (Appendix 2).

The 2015 tenure-track hire of James Pickett (History), followed by postdoctoral appointments of Patryk Reid (History) and Ainur Begim (Anthropology, now at University of Oslo) in 2016 and then David Fossum (Music) and Colin Johnson (Political Science) in 2017, have made Central Asia an area of strength at Pitt (1.B). This has resulted in new REES courses,

including Dr. Pickett’s “Empires of the Steppe” and “European Empires in the World,” Dr. Reid’s “Eurasian Currents,” and Dr. Fossum’s “Music of the Middle East” (examining Turkey and Central Asia). Also, in fall 2016, Central Eurasian specialist Jennifer Murtazashvili (GSPIA Associate Professor) incorporated a U.S. Department of State-commissioned Diplomacy Lab project on civil society in Tajikistan into her capstone graduate seminar.

## 7. QUALITY OF LANGUAGE INSTRUCTION

*A. Languages and Enrollments* – Pitt’s Department of Slavic Languages and Literatures offers multiple levels of instruction each academic year in **Bosnian/Croatian/Serbian (BCS), Polish, Russian, Slovak, and Ukrainian. Hungarian, Modern Greek, Persian, and Turkish**—all of which count toward REES certificate language requirements (8.A, 8.B)—are taught each academic year by the Linguistics Department’s Less-Commonly-Taught Languages Center (LCTL). The Slavic Department and REES also operate the annual Slavic, East European, and Near Eastern Summer Language Institute (SLI), offering **intensive BCS, Czech, Polish, Russian, Turkish, and** (upon student demand) **Bulgarian, Hungarian, Persian, Slovak, and Ukrainian**. The SLI runs overseas programs in Russia, Montenegro, the Czech Republic, Poland, Bulgaria, and Slovakia, plus a Project GO-funded Russian language program in Estonia (8.D). The REES-administered Balkan and Black Sea Language Consortium with NRCs at other universities partially supports domestic SLI courses in BCS, Bulgarian, Turkish, and Ukrainian (3.A).

In the 2017-18 academic year, 38 students enrolled in Elementary Russian, along with 20 in Intermediate, 12 in Advanced, and 12 in Fourth-Year, totaling 82. Upper-level courses attract both Russian majors and students pursuing a REES certificate or other academic and professional goals. East European language enrollments have increased in recent years, particularly in BCS (23 students at three levels in 2017-18). Recent SLI enrollments have ranged from **118 to over 140**

**students per summer**, nearly all of whom receive financial aid through FLAS, Project GO, or tuition remission from REES and the SLI. Around 70% of SLI students come from institutions other than Pitt (over 40 colleges and universities in 2017), which often lack resources to offer REES-area language instruction. REES awarded Project GO scholarships to 39 ROTC students to study Russian in the 2017 SLI, including many with limited or no access to the language at their home institutions. The SLI also facilitates language study by professional school students with inflexible academic year schedules. Complete course enrollment data appear in Appendix 2.

Pitt's academic year Elementary and Intermediate Russian course sequences meet for one hour daily (five credits per semester); this intensive model facilitates many students' attainment of ACTFL Intermediate High oral proficiency or above after four years of instruction. Edie Furniss, director of the Russian program, is revising the curriculum to replace two weekly face-to-face hours with online instruction, allowing greater scheduling flexibility to further increase enrollments, particularly among professional school students (1.B). Enhancements to faculty use of educational technologies, online resources, research-informed pedagogies, and best practices will ensure that the program maintains its successful proficiency outcomes (7.D).

The Slavic Department's major and minor programs were also revised in 2017 to attract more diverse students. The Russian major now allows a focus on either literature, film, or social sciences, complementing many majors' pursuit of the interdisciplinary REES certificate; emphasis on language proficiency and early and modern Russian culture provides a common foundation. The department added two new non-Russian language minors, for a total of three (BCS, Polish, and Slovak), augmenting Pitt's strengths in East Central and Southeast European studies. In addition, the LCTLTC will introduce new minors in Modern Greek, Persian, and Turkish in Fall 2018, and the German Department plans a Central European minor including Slavic courses.

The Slavic Department, LCTL, and REES Academic Advisor promote language study at Pitt campus fairs and cultural festivals (9.B). A new publicity campaign highlights the importance of REES language proficiency, given the region's prominence in current global affairs. The Slavic Department also uses high-enrollment culture and literature courses taught in English (3.A, 6.A) as a recruiting tool for language study and the REES certificate program. This strategy may be even more effective with Pitt's newly revised General Education requirements for all A&S undergraduates to take three courses on global awareness and cross-cultural understanding.

*B. Levels and Language Across Disciplines* – Pitt provides three or more levels of training annually in BCS, Persian, Russian, Slovak, and Turkish, and offers a third level on student demand in Czech, Polish, and Ukrainian (Appendix 2). The interdisciplinary academic year Fourth-Year Russian curriculum consists of content-based courses taught in Russian, focusing on both humanities and social sciences. For instance, students in the “Russian through Global Debate” course read articles, watch news reports, compose summaries, and argue their policy viewpoints in written and spoken formats. In addition, REES's summer overseas Fourth-Year Russian course for ROTC students targets ILR 2/ACTFL Advanced proficiency through intensive language classes, a Political Science class taught in Russian, and Russian-language homestays and volunteer service.

The Slavic Department is partnering with other Pitt units to introduce new one-credit language trailers for content courses taught by area studies faculty (1.B). These trailers will count toward the REES certificate and be open to both traditional language learners and heritage speakers. Russian, BCS, Turkish, and Hungarian language faculty attended a 2017 professional development workshop on Foreign Language Across the Curriculum, sponsored by Pitt's Title VI centers, to initiate planning of future offerings. Russian language trailers for Dr. Pickett's (History) courses, “Empires of the Steppe” and “Russia to 1917,” and the Slavic Department's popular

“Russian Fairy Tales” (6.A) are being developed for rollout in Fall 2018 through Fall 2019.

C. Faculty and Pedagogy – The Slavic Department has five tenured or tenure-stream faculty positions, all of which include language teaching; a search for one currently vacant tenure-stream position will be conducted in 2018-19. The department has one permanent Senior Lecturer (Dr. Votruba); two permanent Lecturers (Dr. Furniss and Dr. Duraskovic); three full-time Visiting Lecturers or Instructors; eight part-time Instructors teaching language and/or cultural courses; and 6.5 Teaching Assistant/Teaching Fellow positions funded by A&S. The LCTL in the Linguistics Department has Instructor positions in Hungarian, Modern Greek, Persian, and Turkish (7.A).

All Slavic non-tenured faculty are observed by the program directors, Dr. Furniss for Russian and Dr. Duraskovic for East European languages. Elementary and Intermediate Russian courses are team-taught with guidance from Dr. Furniss, whose background is in pedagogy and applied linguistics. The directors attend meetings led by Dr. Richard Donato of Pitt’s School of Education to discuss language pedagogy trends and strategies with other language coordinators. Slavic TAs attend a week-long orientation for language instructors, take teaching methods workshops through the University Center for Teaching and Learning (Teaching Center), and receive supervision from faculty mentors, including classroom visits and written reports. Almost all SLI instructors are native speakers whose teaching is overseen by SLI Academic Director Oscar Swan, a specialist in language pedagogy and author of prominent Polish and Slovak textbooks; the SLI holds an oral proficiency testing workshop for faculty each summer.

Additionally, the Teaching Center offers workshops on innovative technologies and their applications for teaching, which language instructors are encouraged to attend. Pitt’s Robert Henderson Language Media Center hosts the Technology in Language Teaching (TiLT) Forum, where instructors share best practices for classroom use of technology. The Slavic Department

supports training opportunities sponsored by other language departments, and Dr. Furniss leads a workshop on a current pedagogy topic each semester (e.g., “Creating Integrated Performance Assessments” and “Principles for Incorporating Technology into Your Teaching”). REES and other UCIS centers also sponsor Oral Proficiency Interview tester training workshops with ACTFL facilitators on campus for Pitt language instructors, most recently in Spring 2018.

*D. Performance-Based Instruction, Resources, and Proficiency* – Language instruction in Pitt’s Slavic Department has evolved according to recommendations from the 2007 Modern Language Association report, in which language is fully integrated with traditional offerings in culture and literature, as well as interdisciplinary offerings in film and social sciences. In 2017-18, the Slavic Department enhanced performance-based instruction by integrating ACTFL Proficiency Guidelines into course syllabi and implementing Integrated Performance Assessments. Instructional material is evaluated by its potential to foster proficiency through relevant content. Language instructors incorporate authentic materials (culturally significant texts, topical readings, and videos relevant to student interests) and focus on developing the ability to communicate effectively through speaking and writing, while accurately comprehending information in both written and aural forms. A key tenet of pedagogy is ecological validity; that is, designing a curriculum that responds to student needs and prepares them to use the language in ways reflecting how they will utilize it in professional and personal contexts outside of the classroom.

Pitt’s language curricula prepare students to pursue advanced immersion programs, both domestically and abroad. REES students have won prestigious grants for overseas study and research, including nine Critical Language Scholarships, seven Boren Fellowships, and 12 Fulbright grants since 2013. REES and the Slavic Department encourage students to apply to these programs to enhance their career preparation in areas of national need, particularly in security and

public policy fields. Additionally, five Pitt students have won awards in the American Council of Teachers of Russian (ACTR) National Post-Secondary Russian Essay Contest during this cycle.

Pitt offers various resources for teaching and practice of REES-area languages, including the newly renovated Robert Henderson Language Media Center, facilitated weekly conversation tables, and tutoring in Russian, BCS, and Polish. Advanced research opportunities include a requirement for Russian majors in Slavic Department capstone courses to demonstrate knowledge of cultural products and practices through sophisticated understanding and use of the language. The Department's "Computational Methods in the Humanities" course introduces undergraduate and graduate students to the digital humanities, enabling them to complete Russian literature and internet culture projects; some have presented papers at regional Slavic conferences. The Slavic Department and REES also support internships for advanced undergraduates to work with students in the Russian language program at Pittsburgh Brashear High School, a racially diverse public school with the highest immigrant enrollment in the city, including an Uzbek population (9.A).

To evaluate academic year language instruction, REES and the Slavic Department arrange annual Oral Proficiency Interview (OPI) testing of over half of students completing second- or third-year Russian and BCS courses (3.D), as well as graduating Slavic majors. The Slavic faculty includes ACTFL-certified testers in both languages, with two more Russian certifications expected by 2019. Over 85% of students tested in Russian and BCS during this grant cycle met the goal of ACTFL Intermediate Low or higher proficiency ratings after two years of instruction; over 95% achieved at least Intermediate Mid after three years. The LCTL Turkish instructor is also ACTFL-certified and conducts interviews with second- and third-year students each spring. During this grant period, 90% of Turkish students met the above proficiency targets. In addition, all SLI students complete OPIs or other post-program proficiency testing. OPI results from



intensive BCS and Russian SLI programs in 2014-17 show these students reached proficiency levels equivalent to those in academic year courses, with 86% rated at least Intermediate Low after second-year SLI courses and 91% at least Intermediate Mid after third-year courses.

## **8. QUALITY OF CURRICULUM DESIGN**

*A. Undergraduate Programs* – REES offers a comprehensive program of undergraduate education, including certificates that may be earned with any academic major (Table 5). Each year Pitt offers about 250 undergraduate REES language and area studies courses (Appendix 2). Around 25 students annually graduate with a **REES Undergraduate Certificate** (3.A), which has more rigorous language and GPA requirements than Pitt has for a BA degree. Freshmen may enroll in survey courses with interdisciplinary content such as “East Central Europe,” “Early and Modern Russian Culture” (a two-semester sequence), and “Introduction to Islamic Civilization,” which includes the Balkans and Central Eurasia. REES’s capstone seminar (1.B, 6.B) enables upper-level certificate students to complete a major research project in close consultation with the instructor.

An undergraduate certificate in **European Union Studies**, including coverage of EU member states in East Central Europe, is offered through the European Studies Center (ESC). A **Bachelor of Philosophy (BPhil)** degree in International and Area Studies with an option for a REES track is offered through the University Honors College. In addition, a new **Related Concentration in European and Eurasian Studies**, administered by ESC and REES, enables undergraduates with limited course scheduling flexibility—particularly pre-professional students in fields such as Business and Engineering—to earn a credential focusing on the region.

*B. Graduate Programs* – REES offers graduate certificates for both **East European** and **Russian Studies**, as well as **European Union Studies** in cooperation with ESC (Table 5). REES’s curriculum provides balanced coverage of Eastern Europe and former Soviet states and extends

beyond humanities and social sciences; 65% of graduate certificate students are from professional schools. The majority of these are in the Graduate School of Public and International Affairs (GSPIA); Law and Social Work are also represented. To increase certificate completion rates, REES recently began allowing GSPIA students the flexibility to count two Public and International Affairs courses from outside of their major track toward area studies course requirements.

TABLE 5: REES STUDENT CREDENTIAL PROGRAM REQUIREMENTS			
Program	Language Study	Area Studies Courses	Research / Other Requirements
Undergraduate Certificate in Russian and East European Studies	2 years of university level instruction or equivalent proficiency	2 REES courses in major discipline; 3 courses in 2 or more other disciplines	Capstone research project focusing on REES region; 3.0 minimum GPA in REES courses
Graduate Certificate in Russian or East European Studies	3 years of university level instruction or equivalent proficiency	2 REES courses in major discipline; 4 courses in 2 or more other disciplines	Research paper with significant use of foreign language sources
Undergraduate Certificate in European Union Studies	2 years of university level instruction or equivalent proficiency	6 courses in EU Studies from 3 or more disciplines	Participation in at least 1 approved co-curricular activity
Graduate Certificate in European Union Studies	3 years of university level instruction or equivalent proficiency	6 courses in EU Studies, including 3 outside of major discipline	Research paper using foreign language sources; participation in at least 1 approved co-curricular activity
BPhil Degree in International and Area Studies: REES Track	3 years of university level instruction or equivalent proficiency	8 REES courses in 3 disciplines; research methods course in major	Writing and defense of honors thesis; 3 thesis credits; at least 4-week study abroad experience; 3.5 minimum GPA
Related Concentration in European and Eurasian Studies	1 year of university level instruction or equivalent proficiency	4 courses on Europe or Eurasia in 2 or more disciplines outside of major	Digital portfolio or capstone research project focusing on region

*C. Academic and Career Advising* – All REES students receive academic advising from their home departments or schools, as well as individualized advising from the Center. REES Academic Advisor Andrew Behrendt provides academic and career guidance to undergraduate and graduate certificate students (2.A); consults with them on program requirements and activities such as the Undergraduate Research Symposium (9.B), teaching and research assistantships (1.B), study abroad programs (8.D), and capstone research papers (8.A, 3.D); and serves as advisor to the Graduate Organization for the Study of Europe and Central Asia (GOSECA) (9.B).

REES informs students of job and internship opportunities via the Center advisor, website, Facebook page, and email distribution lists and works with Pitt's Office of Career Development and Placement Assistance (CDPA) on information sessions, including an **International Toolkit and Career Initiative** series coordinated with the other UCIS centers (1.B, 3.E). International Toolkit programs include panels with Pitt alumni and other professionals in internationally focused careers, as well as networking trips enabling students to visit relevant companies, federal agencies, and nonprofit organizations in Pittsburgh and Washington, DC. CDPA also organizes campus visits by prospective employers, holds federal government and nonprofit career fairs, and provides Pitt students and alumni with access to career databases that include internationally oriented opportunities. In addition, REES collaborates with ASEEES and the Herder Institute (1.B) to offer professional development webinars to students and junior scholars, at Pitt and nationally, who plan academic careers incorporating research on Eastern Europe.

*D. Research and Study Abroad* – Annual enrollments in Pitt's study abroad programs in the REES region have **grown to over 120** in recent years. In addition to **summer overseas language programs** (7.A), REES offers one or more **area studies courses abroad** each May. Recent programs have included economics, history, and public policy in Prague and Krakow; architectural history in Zagreb, Vienna, and Prague; and Romani music, culture, and human rights in the Czech Republic, Slovakia, and Hungary. REES's 2018 program in Kyiv and Brussels examined energy policy, production, and distribution, targeting professional school students in GSPIA, Engineering, Law, and Business to complement the traditional study abroad focus on undergraduates in A&S. REES also plans to collaborate with Allegheny College to introduce a "Global Health Internships in Moldova" summer program, targeting students in Pitt's Health Sciences division.

Along with these REES-developed programs, Pitt's College of Business Administration

offers a credit-bearing International Internship Program in Prague. The School of Law arranges annual overseas student internships through university law faculties in Belgrade, Pristina, and Kyiv, with which REES and Pitt's Center for International Legal Education partnered on U.S. State Department-funded curriculum projects (4.A). GSPIA students completed master's degree internship requirements in Russia, Ukraine, Serbia, Greece, and Turkey in the past four years, and students of Business and Law interned in Ukraine, Bosnia, Croatia, and Kosovo. Dr. Bryan Hanks (Anthropology) takes students on archaeological excavations in Russia and Serbia. Pitt faculty in English Literature, History, and Sociology lead study abroad programs to Prague, Berlin (with East European content), and Greece, including a semester-long "Global Diversity Program."

Pitt's Slavic, East European, and Near Eastern Summer Language Institute (SLI) sends about **60-70 students annually** on intensive language programs abroad: in Russian with Moscow State University, Polish with Prolog Language School in Krakow, Slovak with Comenius University in Bratislava, Bulgarian with the Bulgarian Academy of Sciences, Czech with English Link in Prague, and Bosnian/Croatian/Serbian with the University of Montenegro (7.A). In 2017, the SLI enrolled 35 undergraduate and graduate students from Pitt, alongside students from other institutions throughout the U.S. REES also receives grants from Project GO, funded by the federal Defense Language and National Security Education Office (DLNSEO) and administered by the Institute of International Education, to train ROTC students in strategic languages (7.A). Pitt sent 28 nationally recruited ROTC students on a Russian language program in Narva, Estonia in 2017.

REES's linkages with partner institutions in the Center's world area (4.A) and memberships in multi-NRC consortia for Eurasian languages (3.A) offer additional opportunities for students to study abroad, conduct research, and improve their language skills. Pitt is affiliated with study abroad providers such as American Councils for International Education, School of

Russian and Asian Studies, and Council on International Educational Exchange, providing students with access to an even wider range of programs in the REES world area.

Scholarships for study in the region are available from Pitt's Study Abroad Office; Nationality Rooms (11 offered annually for study or research in REES-area countries including the Czech Republic, Hungary, Poland, Russia, Slovakia, and Ukraine, with support from local ethnic communities); Provost's Office; Business and Engineering schools; and UCIS for undergraduate and graduate research abroad (4.A). Pitt offers dedicated awards for women and African-American students without prior overseas experience. REES provides small grants to GSPIA and Law students for internships in the Center's region and awards dozens of scholarships annually through the SLI to undergraduate and graduate students for intensive language study abroad. Center support for overseas study, research, internships, and conference participation is often matched by students' home departments or schools (4.A). REES students also have received nationally competitive grants for research abroad from ACLS, DAAD, IREX, NSF, and SSRC.

## **9. OUTREACH ACTIVITIES**

*A. Outreach to Elementary and Secondary Schools*—The involvement of REES's affiliated faculty, including those from Pitt's professional schools—particularly the School of Education—is integral to providing content and regional expertise for Center outreach activities. REES sponsors **K-12 teacher training workshops** each year, often in collaboration with Pitt's other UCIS area studies centers, with themes placed in regional context by REES faculty, staff, and graduate students. Participating teachers can gain credit hours toward continuing professional education requirements. Recent workshops include the biannual Global Educators Forum for teachers, school administrators, and School of Education faculty; the regional Consortium for Educational Resources on Islamic Studies (CERIS) Reading Group; "Pittsburgh's World Language

Connection”; “Global Issues through Literature” sessions on Russia and Kosovo; and the “Teacher Forum on Internationalizing the K-12 Classroom” for pre-service and in-service teachers.

REES is a leader in **initiatives to internationalize high school education** throughout Pennsylvania. The REES Outreach Coordinator, Zsuzsánna Magdó, is Project Director for a grant awarded to Pitt by the Longview Foundation, enabling UCIS and the University’s College in High School (CHS) program to offer a week-long institute for Pennsylvania high school teachers in the summers of 2018 and 2019. CHS will certify participating educators to teach globally focused courses, such as World Politics and Russian History, at their home schools. High school students who successfully complete these courses will receive transferable credits from Pitt, thus reducing their future college tuition costs while exposing them to a rigorous international education curriculum. REES and UCIS will continue working with CHS on teacher training and mentoring in upcoming years with NRC and institutional support (1.B). REES has also impacted statewide K-12 education during the current Title VI cycle by collaborating with UCIS, the Pittsburgh Public Schools, and the Pennsylvania State Modern Language Association to develop Global Scholar credential programs for high schools throughout the state to recognize their students’ curricular and co-curricular achievements in international education.

REES works with other UCIS centers and Pitt’s Model United Nations student club to organize an annual Model UN simulation, which in 2017 attracted 450 students from 25 high schools in Pennsylvania, Ohio, and West Virginia. REES collaborates with Pitt’s European Studies Center (ESC) on an annual high school Model European Union simulation and offers 12 downloadable curriculum guides on East European member and candidate countries of the EU. In addition, REES provides speakers for the Pitt Global Studies Center’s summer residential high school program, the Pennsylvania Governor’s School for Global and International Studies. Center

faculty, graduate and professional school students, advanced undergraduates, and visiting scholars also present on the REES area in local public and private K-12 classrooms. In 2016-17, for example, REES affiliates spoke on human rights in Russia, East European citizens' experiences under communism, Russian foreign relations, and cultural traditions of Ukraine.

REES collaborates closely with the Russian language program at Pittsburgh Brashear High School, an urban public school with a 36% African-American, 14% Asian, 10% other minority or multiracial, and 74% lower-income student population (7.D). REES regularly sends speakers and interns from Pitt to Brashear to provide cultural context and tutoring support for students' language learning, hosts Brashear students for enrichment programs on campus, and purchases books and educational materials for use in the school's Russian classes. Since 2015, the Center has also run a federally funded, summer intensive STARTALK Russian program for 20 high school students per year, bringing students from Brashear together with their peers from two public charter high schools in Chicago for a four-week residential language learning experience on Pitt's campus.

Finally, for the past two years, REES has sponsored pairings of Center undergraduates with Pitt pre-service teachers through UCIS's **Partnership for Advancing Globalized Education (PAGE)** program. These student teams developed unit plans on REES-area history and politics, which they presented in local high school classrooms, while also completing a directed readings course with Pitt School of Education faculty member Michael Lovorn on internationalizing social studies education and assembling a portfolio to reflect on their experiences. REES plans to expand the PAGE program to include a foreign language focus in the upcoming NRC cycle (1.B).

*B. Outreach to Postsecondary Institutions* – REES sponsors **professional development workshops for two- and four-year college faculty** in Western Pennsylvania and nationally. In 2016, the Center hosted faculty from five regional institutions at the conference “Internationalizing

Our Curriculum,” featuring panel and poster presentations of course modules developed by faculty at the Community College of Beaver County through REES’s partnership with CCBC. REES also collaborated with the Midwest Institute for International/Intercultural Education (MIIE) and NRCs at multiple universities to offer workshops on transregional themes for faculty from community colleges and other under-resourced institutions in 2015-18. MIIE programs have served 117 Title III and Title V eligible institutions.

REES and the other UCIS centers organized annual workshops in 2015-18, including “Social Movements across the Globe,” “Contemporary Russia and Ukraine,” and “Best Practices Showcasing Globalization across the Curriculum,” for faculty from the Nine University and College International Studies Consortium of Georgia. This consortium consists of nine MSIs, including one Historically Black College/University (HBCU), and enrolls over 66,000 students. UCIS affiliated faculty and staff traveled to Georgia to deliver presentations and advise participants on integrating workshop content into their curricula, and then brought faculty from Georgia together with counterparts from Pennsylvania and Ohio colleges at an event held at Pitt in January 2018. REES sponsored three faculty members from Pitt and two from CCBC to give talks focusing on the Center’s world area through this workshop series.

In the Western Pennsylvania region, REES partnered with CCBC on the “Bridging Cultures with Community Colleges” program, funded in 2014-17 by a grant from the National Endowment for the Humanities, to support professional development for CCBC faculty. CCBC participants developed 12 course modules with REES area content, plus a full East European literature course, and created a website to disseminate syllabi and related resources to faculty at peer institutions. REES also sponsored a visit by two expert consultants to work with CCBC administrators, faculty, and staff on developing a plan for campus-wide internationalization.



The “Bridging Cultures” project with REES positioned CCBC to serve as a hub for cooperation with all of Pitt’s UCIS centers, with the goal of globalizing curricula at Southwestern Pennsylvania’s four community colleges. REES and UCIS worked with an NRC-funded coordinator at CCBC to organize professional development workshops for faculty at these institutions in 2015-18 on global social movements, human trafficking, working with international students, and internationalizing honors courses. The UCIS centers also awarded **travel stipends** to five regional community college faculty for professional conferences and other training programs, both domestically and abroad—including two who attended REES’s global energy program in Brussels and Kyiv in May 2018 (8.D)—thus preparing these faculty to add international content to their courses and contribute to other campus internationalization efforts.

At the national level, REES collaborates with five Russian, Eastern European, and Eurasian NRCs at other universities to provide **curriculum development stipends** to faculty at community colleges and MSIs, resulting in development of 12 courses on the REES area at these schools since 2015. **Educational resources** from all REES K-16 outreach programs are posted on the Center website, Pitt’s searchable “International Outreach” site, and the University of Arizona’s new “Curriculum Internationalization Resources for Community College Educators” site to provide access to a broad range of users. REES also disseminates program information through the UCIS Outreach e-newsletter, reaching over 2,000 educators in Western Pennsylvania and beyond.

REES collaborated closely throughout this cycle with the Association for Diversity in Slavic, East European, and Eurasian Studies (ADSEES, an affiliate of the Association for Slavic, East European, and Eurasian Studies), which was founded following a national “African-American Perspectives on Russian and Slavic Studies” symposium that REES organized and hosted at Pitt. REES sponsored ADSEES’s annual meetings; created a website for the organization to

disseminate **resources for minority students and scholars**, with contributions from NRCs at other universities; and supported presenter travel for a panel on “Advancing Equal Access” at the 2017 ASEEES conference. Although ADSEEES discontinued operations at the end of 2017, REES Outreach Coordinator Zsuzsánna Magdó was appointed to a new ASEEES committee to work on initiatives such as **conference travel awards for minority scholars** in the field (1.B).

REES contributes to outreach activities for Pitt and other local university students, including study abroad information fairs and cultural events through Pitt’s **International Week**, which draws thousands of attendees each year. The Center also collaborates with Pitt’s Nationality Rooms and the Bosnian/Croatian/Serbian, Polish, Russian, Slovak, and Turkish student clubs to organize the annual **Slavic and East European Festival**, showcasing music, dance, and food from the REES region while recruiting students into certificate and study abroad programs.

REES, ESC, and Pitt’s International Business Center organize the annual **European and Eurasian Undergraduate Research Symposium (URS)**, where faculty and graduate students assist the participants in refining their papers before the event and serve as panel discussants. Each year, 25-30 undergraduates from institutions in North America, Europe, and/or Central Asia present at the URS. REES also annually sponsors the **Graduate Organization for the Study of Europe and Central Asia (GOSECA)** international conference, where graduate students present research from diverse disciplinary perspectives at panels moderated by Center faculty (8.C).

Finally, REES contributes significantly to national scholarship on the region. The Center supports the *Carl Beck Papers in Russian and East European Studies* digital archive, the graduate student journal *Studies in Slavic Cultures*, and the University of Pittsburgh Press’s “Pitt Series in Russian and East European Studies” (over 110 volumes) and new “Central Eurasia in Context” series (18 volumes, including two Central Eurasian Studies Society Book Award winners) (4.A).

C. Outreach to Business, Media, and the General Public – REES connects Pittsburgh-area businesses, nonprofits, and local government offices with visitors from the Center’s overseas partner institutions. In 2017, a group of 14 public policy students from RANEPa in Moscow (1.B) and Pitt met with a range of these organizations to discuss economic revitalization of communities in the U.S. and Russia. REES’s energy-focused study abroad program (8.D) includes sessions with Western Pennsylvania shale gas companies, local and national policymakers, and a community legal defense fund prior to the overseas portion of the course.

REES faculty contribute regularly to local, national, and international print, broadcast, and online media, such as CBS, *Huffington Post*, *International Business Times*, *The New York Times*, *Newsweek*, *Pittsburgh Post-Gazette*, *Radio Free Europe/Radio Liberty*, *Transitions Online*, and *Vox* (3.A). Former NPR Moscow correspondent David Greene serves on UCIS’s Board of Visitors. Digital Scholarship Curator Sean Guillory’s interviews with high-profile speakers whom REES hosts on campus are disseminated through *Sean’s Russia Blog Podcast* (3.B), and videos of their lectures are posted on the REES website. Dr. Guillory is also working with UCIS to compile a database for media outlets of Pitt faculty, including REES experts. Pitt’s recent institutional membership in the news and analysis website *The Conversation*, which has 10.7 million monthly users and often sees its articles republished by major media organizations, provides yet another outlet for Center faculty to present diverse perspectives generating debate on the REES region.

REES sponsors **lectures and other public events** with organizations such as the Consortium for Educational Resources on Islamic Studies (including two community colleges and eight MSIs), the Foreign Policy Association’s Great Decisions program, Pittsburgh Filmmakers, and local ethnic groups. In 2016-17, REES held 37 lectures and discussions targeting the general public in addition to a university audience. Themed lecture series in the past two years focused on

“Cultural Identity along the Silk Road,” “Russian Revolution Centenary,” and “East Europe in the World.” The Slavic Department and REES sponsor the annual **Russian Film Symposium**, which brings prominent Russian directors to Pittsburgh and attracts substantial support from University and private sources. REES also recently co-sponsored Central Asian and Serbian film series and a symposium on East European women filmmakers with faculty members and community groups. The Center collaborates with regional ethnic organizations on Polish, Slovak, and Ukrainian cultural festivals that are attended by hundreds of members of the public each year.

In addition, REES partners with local **cultural institutions** to inform the public of Russian and East European history, arts and culture. For instance, REES staffs a children’s activity table on regional traditions at the annual “Holidays around the World” event at the Carnegie Museum of Natural History. REES also

collaborates with City of Asylum, a Pittsburgh organization that provides sanctuary to and presents public

<b>TABLE 6: ATTENDANCE AT REES OUTREACH EVENTS, 2016-17</b>	
K-12 Student & Faculty Outreach Programs	1,646
Postsecondary Student & Faculty Outreach Programs	1,889
Public Film Screenings	1,601
Lectures, Festivals, and Other Community Events <i>(not including online-only programs)</i>	5,115
<b>TOTAL</b>	<b>10,251</b>

programming with writers under threat of persecution in their home countries (including Nobel Prize winner Svetlana Alexievich of Belarus in 2016). REES, City of Asylum, and Carnegie Mellon University sponsored a 2017 exhibit by Moscow graphic artist Victoria Lomasko, along with a panel on Russian underground art with university, museum, and media representatives.

## 10. FLAS AWARDEE SELECTION PROCEDURES

A. Quality of Selection Plan – REES annually sends an announcement of the graduate Academic Year FLAS competition to all relevant Pitt departments and professional schools in early January and advertises the competition through its electronic newsletter and website. Promotional materials for Pitt’s SLI with Summer FLAS information are sent to an extensive list of U.S. colleges and

universities, distributed at conferences, and posted on relevant websites and listservs. REES works closely with departmental faculty and staff to inform prospective students of FLAS Fellowships. The REES Academic Advisor attends GSPIA, Law, and other student recruiting events and advises students individually on preparing FLAS applications. Professional school student recruiting emphasizes availability of summer intensive course options to facilitate advanced language study (7.A). In the 2018-22 cycle, Pitt will continue providing **full tuition and fees** above the US/ED institutional payment level for all graduate FLAS Fellows, plus a **\$3,000 supplement to graduate AY FLAS stipends** to offset the cost of health insurance, making the FLAS Fellowship a highly attractive opportunity for graduate and professional school students (4.A).

REES also awards AY and Summer FLAS fellowships to undergraduates engaging in intermediate or higher-level language study. Starting in the fall term, the Center sends email announcements to all REES Undergraduate Certificate students, encouraging them to apply and informing them of the deadlines. Twice a year, the REES Academic Advisor and student ambassador visit a wide range of REES-related courses to advertise the FLAS program, while also discussing this opportunity during individual advising sessions.

Graduate and undergraduate AY FLAS applications are due to REES in mid-February for selection committee meetings in early March. Summer FLAS applications are due in early March for a meeting later in the month. Graduate students submit AY FLAS applications to their departments or schools, which may nominate up to four candidates to REES; applications include students' transcripts, two recommendations, and statements on their studies, research, and the role of language in their academic and career goals. Undergraduate applications are submitted directly to REES and include students' transcripts, two recommendations, and statements focusing on how they will integrate foreign language and area studies into their future career and study plans.

A committee of the REES Director or Associate Director, one additional Center staff member, and at least four faculty members from professional schools, social sciences, humanities and language departments evaluates the graduate AY FLAS applications. The undergraduate AY FLAS selection committee includes the REES Director or Associate Director, Academic Advisor, and one additional faculty or staff member. The REES Associate and Assistant Directors and a Slavic Department representative serve on the Summer FLAS selection committee. REES informs each committee of Title VI guidelines and current priorities for FLAS awards.

Selection committees assign each application a numerical score based on academic achievement, relevance of language and area studies to career goals, and US/ED priorities. The committees for both graduate and undergraduate AY and Summer FLAS Fellowships give preference to academically meritorious applicants who submit a FAFSA demonstrating **financial need**, based on estimated family contributions as evaluated by Pitt’s Office of Admissions and Financial Aid. Pitt and non-Pitt students are considered equally for Summer FLAS awards to study in the SLI. Applications from Pitt students for intensive study at other U.S. or overseas institutions of languages and levels not offered in the SLI are also considered.

## 11. COMPETITIVE PREFERENCE PRIORITIES

<b>TABLE 7: Proposed Activities Addressing NRC and FLAS Competitive Priorities</b>	
<b>NRC 1, Collaboration with MSIs and Community Colleges:</b> <ul style="list-style-type: none"> <li>Professional development workshops, curriculum development resources, and travel stipends for Western Pennsylvania and national community college and MSI faculty, in collaboration with UCIS, MIIIE consortium, and NRCs at other universities (1.B, 9.B)</li> </ul>	
<b>NRC 2, Collaboration with Schools of Education:</b> <ul style="list-style-type: none"> <li>Workshops for pre-service and in-service K-12 teachers; Partnership for Advancing Globalized Education (PAGE) program with Pitt School of Education (1.B, 9.A)</li> </ul>	
<b>FLAS 1, Preference for Students with Financial Need:</b> <ul style="list-style-type: none"> <li>Academic Year and Summer FLAS selection committees give competitive preference to meritorious graduate and undergraduate applicants demonstrating financial need (10.A)</li> </ul>	
<b>FLAS 2, Academic Year Fellowships for Less Commonly Taught Languages (LCTLs):</b> <ul style="list-style-type: none"> <li>Awarded 100% of recent AY FLAS Fellowships for LCTLs (3.F); same planned in 2018-22</li> </ul>	

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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[View Optional Other Attachment](#)

## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

### **Type of Application (check all that apply)**

- ☒ Comprehensive National Resource Center  
☐ Undergraduate National Resource Center  
☒ Foreign Language and Area Studies Fellowships

### **Federal Funds Requested**

#### NRC Request

Year 1: \$230,678      Year 2: \$235,222      Year 3: \$232,555      Year 4: \$235,070

#### FLAS Request

Year 1: \$295,500      Year 2: \$295,500      Year 3: \$295,500      Year 4: \$295,500

### **Type of Applicant**

☒ Single institution: University of Pittsburgh

☐ Consortium of institutions

- ☐ Lead \_\_\_\_\_  
☐ Partner 1 \_\_\_\_\_  
☐ Partner 2 \_\_\_\_\_  
☐ Partner 3 \_\_\_\_\_

### **NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |   |
|--|---|
| <input type="checkbox"/> AFRICA                          | <input type="checkbox"/> MIDDLE EAST                                |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                            |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input checked="" type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                                 |
| <input type="checkbox"/> INTERNATIONAL                   | <input type="checkbox"/> SOUTHEAST ASIA                             |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                             |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Bosnian/Croatian/Serbian, Bulgarian, Czech, Hungarian, Polish, Russian, Slovak, Turkish, Ukrainian



## **GUIDE TO ACRONYMS USED IN APPLICATION UNIVERSITY OF PITTSBURGH REES**

A&S	Dietrich School of Arts & Sciences (University of Pittsburgh)
AAASS	American Association for the Advancement of Slavic Studies
AATSEEL	American Association of Teachers of Slavic and East European Languages
ABSEES	American Bibliography of Slavic and East European Studies
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
ACTR	American Council of Teachers of Russian
ADSEES	Association for Diversity in Slavic, East European, and Eurasian Studies
ASEEES	Association for Slavic, East European, and Eurasian Studies
AP	Absolute Priority
AY	Academic Year
BA	Bachelor of Arts
BCS	Bosnian/Croatian/Serbian
BPhil	Bachelor of Philosophy
CCBC	Community College of Beaver County
CDPA	Career Development and Placement Assistance (University of Pittsburgh)
CERIS	Consortium for Educational Resources in Islamic Studies
CESS	Central Eurasian Studies Society
CHS	College in High School (University of Pittsburgh)
CIEE	Council on International Educational Exchange
CP	Competitive Priority
DAAD	German Academic Exchange Service
DLNSEO	Defense Language and National Security Education Office
DRS	Disability Resources and Services (University of Pittsburgh)
ESC	European Studies Center (University of Pittsburgh)
EU	European Union
FAFSA	Free Application for Federal Student Aid
FLAC	Foreign Language Across the Curriculum
FLAS	Foreign Language and Area Studies
FTE	Full-Time Employee
GOSECA	Graduate Organization for the Study of Europe and Central Asia (University of Pittsburgh)
GPA	Grade Point Average
GSA	Graduate Student Assistant
GSPIA	Graduate School of Public and International Affairs (University of Pittsburgh)
HBCU	Historically Black College/University
HEED	Higher Education Excellence in Diversity
ILR	Interagency Language Roundtable
IREX	International Research & Exchanges Board
IRIS	International Resource Information System
LCTL	Less-Commonly-Taught Language
LCTLCL	Less-Commonly-Taught Languages Center (University of Pittsburgh)
LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning
LTLR	Language Teaching and Learning Research
MA	Master of Arts
MIIE	Midwest Institute for International/Intercultural Education
MSI	Minority-Serving Institution
NAFSA	National Association of Foreign Student Advisors/Association of International Educators

NEH	National Endowment for the Humanities
NIH	National Institutes of Health
NPR	National Public Radio
NRC	National Resource Center
NSF	National Science Foundation
OCLC	Online Computer Library Center
OPI	Oral Proficiency Interview
OSCE	Organization for Security and Co-operation in Europe
PAGE	Partnership in Advancing Globalized Education
PALCI	Pennsylvania Academic Library Consortium, Inc.
PMF	Performance Measure Form
Project GO	Project Global Officers (U.S. Department of Defense)
RANEPa	Russian Presidential Academy of National Economy and Public Administration
REES	Center for Russian and East European Studies (University of Pittsburgh)
ROTC	Reserve Officers' Training Corps
SAO	Study Abroad Office (University of Pittsburgh)
SLI	Summer Language Institute (University of Pittsburgh)
SRAS	School of Russian and Asian Studies
SSRC	Social Science Research Council
STEM	Science, Technology, Engineering, and Mathematics
TA	Teaching Assistant
TiLT	Technology in Language Teaching
UCIS	University Center for International Studies (University of Pittsburgh)
ULS	University Library System (University of Pittsburgh)
UNDP	United Nations Development Programme
URS	Undergraduate Research Symposium
USAID	U.S. Agency for International Development
US/ED	U.S. Department of Education
USIP	U.S. Institute of Peace

## **Appendix 4. University of Pittsburgh REES Letters of Support**



# University of Pittsburgh

*University Center for International Studies  
Office of the Director*

4400 Wesley W. Posvar Hall  
230 South Bouquet Street  
Pittsburgh, PA 15260 USA  
412-648-7374  
Fax: 412-624-4672  
ucis@pitt.edu  
www.ucis.pitt.edu

June 13, 2018

Dr. Lenore Garcia  
Senior Director  
International and Foreign Language Education  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202

Dear Dr. Garcia:

This letter is to express my strongest support for the application of the Center for Russian and East European Studies (REES) for funding from the Title VI National Resource Center and FLAS programs of the U.S. Department of Education.

As the Vice Provost for Global Affairs and Director of the University Center for International Studies (UCIS) at the University of Pittsburgh (Pitt), I have had the privilege of leading the formulation and overseeing the execution of the University's new global strategy, *Embracing the World: A Global Plan for Pitt*. I enthusiastically confirm that the activities proposed by REES address the U.S. Department of Education's priorities and serve to meet national needs. The Center's proposal also aligns with the University's commitment to put global learning, research, partnerships and community engagement at the center of institutional planning. We are convinced that this approach strengthens our mission of preparing globally minded citizens ready to meet modern challenges.

The Center's strengths in Russian, East European, and Eurasian languages and regional studies are critical for Pitt's global commitment to integrate local and transnational perspectives, thus fostering cultural awareness, worldwide partnerships, and research with real-world impact. The University recognizes REES's transformational contributions to internationalizing Pitt curricula, supporting faculty research, strengthening linkages with higher education institutions abroad, and conducting extensive outreach and public engagement programs to connect the Pitt campus community, the region, and the nation to the REES world area. Pivoting on the theme of "New REES Impacts: Engaging Diverse Communities," the Center's major proposed initiatives—to expand Pitt's capacity in the Central Eurasian region; to extend REES's public impact through expert-produced digital content; and to reach beyond traditional audiences to underrepresented groups—will reflect diverse perspectives and generate debates on the region in international affairs, while enabling Pitt to serve as a productive member of the global community.

We are fortunate to have as Director of REES one of the country's leading scholars on contemporary Russian culture. Dr. Nancy Condee brings considerable leadership expertise from earlier appointments as Chair of the Board of the Title VIII-funded National Council for East European and Eurasian Research, and Director of Pitt's Title VI Global Studies Center and Pitt's Cultural Studies Program. Dr. Condee's awards have included a British Academy Visiting Fellowship (Saint Antony's, Oxford); a MacArthur Foundation Fellowship in International Peace and Security; the prestigious Russian Yegor Gaidar Fellowship (RANEPA, Moscow); and a Kennan Research Fellowship (Kennan Institute for Advanced

Russian Studies). Dr. Condee's contributions to REES balance the Center's existing strengths in the professional schools, while her concentration in contemporary cultural politics provides a synergistic match with colleagues' research in other contemporary fields (political science, sociology, social planning, and public policy).

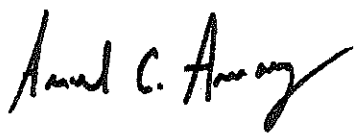
A key driving force of Pitt's global strategy is the coordinated effort of UCIS's six area and international studies centers to create programming that serves Pitt's faculty and students, as well as the broader public through outreach. Indeed, programming at Pitt strategically integrates on-campus and off-campus engagements to mutually reinforce these programs in meaningful and productive ways. For example, when implementing the "Global 360" initiative, the UCIS centers will collaborate with other campus units, utilize new technologies, and draw on the experiences of undergraduates studying abroad in order to create new teaching and learning resources for K-12 classrooms.

Proposed programs that draw on this vision for strategic integration and collaboration will also serve community college and Title III/Title V-eligible institutions of higher education throughout our region and nation. These initiatives include the videoconference-enabled BETH faculty workshops, reading groups in the Global Issues through Literature (GIL) series, and the Interdisciplinary Global Educators (IGE) program. By involving K-12 teachers, the latter two programs also diversify learning communities in UCIS educator programs to better serve students. Furthermore, GIL and IGE expand on existing teacher-training initiatives at the elementary and secondary levels—most notably, the Summer Institutes for Pennsylvania Teachers and the PAGE program for Pitt undergraduates and pre-service teachers. Last but not least, REES and UCIS K-16 engagement efforts will benefit from the proposed School Ambassadors Program, the Educators' Advisory Board, and the Community Engagement Board. These three initiatives will establish a process of continuous consultation with key public stakeholders and thus inform the UCIS centers' assessment and sustainability plans throughout the 2018-2022 grant period.

While formal cost sharing is not required for this grant, let me emphasize that the University of Pittsburgh's investment in this proposal is evident in the financial and material support that REES has received in order to bolster Russian, East European, and Eurasian studies at Pitt. The Provost has pledged support for FLAS by providing full tuition and fees above the Title VI institutional payment level for graduate REES FLAS Fellows. With its strong "culture of assessment," Pitt will also support the Center's efforts at maintaining a cycle of high quality programming based on the fiscally responsible utilization of federal resources and rigorous assessment. The Provost's Office sponsors annual assessment conferences for all units, which Center staff regularly attend. Thanks to an International Research and Studies grant from the U.S. Department of Education, UCIS centers also work with Pitt School of Education faculty to enhance student engagement and personalized learning in global and regional studies through the innovative online student assessment platform, myPittGlobal.

REES is a campus leader in fulfilling the University of Pittsburgh's mission for global engagement. The Center's current proposal, "New REES Impacts: Engaging Diverse Communities," is also evidence of its forward-looking approach to Russian, East European, and Eurasian studies. On behalf of the University, I fully endorse REES's application to be designated a National Resource Center and FLAS grantee.

Sincerely,



Ariel C. Armony  
Vice Provost for Global Affairs  
Director, University Center for International Studies  
Professor, Graduate School of Public and International Affairs and Political Science



# University of Pittsburgh

*School of Education*  
*Office of the Dean*  
*Renée and Richard Goldman Dean*

5605 Wesley W. Posvar Hall  
230 South Bouquet Street  
Pittsburgh, PA 15260  
412-648-1738  
Fax: 412-648-1825

May 15, 2018

Ariel Armony, Vice Provost for Global Affairs  
University Center for International Studies  
4400 Wesley W. Posvar Hall  
University of Pittsburgh  
Pittsburgh, PA 15260

Dear Dr. Armony,

As Dean of the School of Education at the University of Pittsburgh, I write to express my enthusiastic support for the University Center for International Studies (UCIS) centers' applications for Title VI National Resource Center and Foreign Language and Area Studies (FLAS) Fellowship program grants. The Center for Latin American Studies, Center for Russian and East European Studies, European Studies Center, African Studies Program, Asian Studies Center and Global Studies Center have all agreed to build upon the strength of our existing partnership and develop a series of new internationalization initiatives that will further enrich both UCIS and the School of Education at Pitt, as well as provide valuable training and educational opportunities to pre-service teachers. Together, we aim to equip Pitt School of Education graduates to more effectively serve the needs of their K-12 students by fostering skills and competencies relevant to their future careers and lives as global citizens.

The new initiatives with UCIS will focus on connection—bringing together pre-service teachers, current K-12 teachers and administrators, and teacher education faculty through a variety of professional development programs. Pre-service teachers will actively participate in the proposed Summer Institute for Pennsylvania Teachers, Interdisciplinary Global Educators working groups, Global Issues through Literature workshops, and the high-impact Partnership for Advancing Globalized Education linking Pitt Master of Arts in Teaching students, classroom teachers, and area studies undergraduates to integrate international content into high school curricula. UCIS will also utilize its resources and expertise to partner with School of Education faculty on developing opportunities for pre-service teachers to join K-12 instructors in summer study overseas. Additionally, the School of Education will partner with UCIS on expanded digital access and technological tools to provide supplementary classroom resources. The recently developed UCIS-wide educators' website will continue to grow, with new internationally focused teaching materials being added regularly. The proposed Global 360 program will offer an immersive virtual reality experience for K-12 schools, based on Pitt students' overseas site visits and enriched through pedagogical work with Education faculty.

Continuing and deepening collaboration among the faculty, staff, and students affiliated with UCIS and the School of Education will further increase the capacities of both partners to excel in their teaching, research, and community engagement missions.

Sincerely,

A handwritten signature in cursive script, appearing to read "Valerie Kinloch".

Valerie Kinloch, Reneé and Richard Goldman Dean  
School of Education  
5616 Wesley W. Posvar Hall  
University of Pittsburgh  
Pittsburgh, PA 15260



Community College of Beaver County

Your road to your future! • [www.ccbc.edu](http://www.ccbc.edu)

May 16, 2018

Ariel C. Armony  
Vice Provost for Global Affairs  
Director, University Center for International Studies  
Professor, Graduate School of Public and International Affairs and Political Science  
University of Pittsburgh  
4400 Posvar Hall  
Pittsburgh, PA 15260

Dear Dr. Armony:

The Community College of Beaver County (CCBC) is delighted to endorse the proposals of the UCIS centers and programs (African Studies Program, Asian Studies Center, Center for Latin American Studies, Center for Russian and East European Studies, European Studies Center, and Global Studies Center) for funding from the Title VI NRC and FLAS programs of the U.S. Department of Education in 2018-2022. The collaborative programming proposed in these applications will further enhance CCBC's already strong partnership with the University of Pittsburgh and increase cooperation between the UCIS centers and community colleges, both in Western Pennsylvania and nationally.

CCBC considers itself the "partnership college". Our collaborations with business and industry, community organizations, K-12 educators, and other higher educational institutions provide our students, as well as Beaver County (located northwest of Pittsburgh) and the wider region, with opportunities that enhance economic development and address workforce and quality-of-life needs. In this way, our cooperation with Pitt, and with UCIS in particular, provides unique access to resources to aid our students in becoming global citizens, while CCBC provides UCIS with connections to our other partnerships to enhance program impact.

CCBC's partnership with UCIS began with a grant awarded through the National Endowment for the Humanities' "Bridging Cultures at Community Colleges" program for a faculty and curriculum development project with the Center for Russian and East European Studies (REES) in 2014-2017. Simultaneously with the successful implementation of this NEH project, we developed other valuable programs with UCIS as a whole. Three faculty and staff professional development workshops held on our campus between 2015 and 2017 addressed global issues including social movements, human trafficking, and working with international students in the context of campus internationalization initiatives. In addition to CCBC participants, these workshops drew attendees from the community colleges of Allegheny, Butler, and Westmoreland Counties in Western Pennsylvania and the local nonprofit community.

1 CAMPUS DRIVE • MONACA, PENNSYLVANIA 15061-2588 • 724-480-3500 • FAX 724-728-7599 • [www.ccbc.edu](http://www.ccbc.edu)  
AVIATION SCIENCES CENTER • 125 CESSNA DRIVE • BEAVER FALLS, PENNSYLVANIA 15010-1060 • 724-480-3600 • FAX 724-847-2376



In January 2018, CCBC's coordinator for the partnership with UCIS, Jodi Carver, presented at a conference on curriculum internationalization hosted by Pitt, together with faculty from other Pennsylvania colleges and the Nine University and College International Studies Consortium of Georgia (another UCIS partner organization composed of minority-serving institutions). This conference led to fruitful dialogue on bringing CCBC and other community colleges in the region together with national peers to form a broader network focusing on best practices in internationalization in the upcoming years. In 2018-2022, CCBC plans to cooperate with the UCIS centers on the organization of annual online workshops on global themes of business, energy, technology, and health, which are highly relevant to community college faculty and students and will prepare participants to develop internationally focused courses, modules, and co-curricular activities on their campuses. The online format will enable community college and MSI faculty from throughout the U.S. to benefit from this professional development and networking opportunity.

CCBC will also work closely with the UCIS centers to infuse international content into courses in our new Honors College program and provide relevant field trips and other experiential learning opportunities to enhance our students' global competence, including participation in UCIS's International Toolkit and Career Initiative programs. We are launching this joint initiative in May 2018 with a half-day workshop at CCBC on "Internationalizing and Globalizing the Curriculum," led by Pitt faculty and staff. The resources made available through this set of Title VI-funded collaborations with UCIS will make a significant impact on the ongoing internationalization efforts on our campus.

In conclusion, we are pleased to express our support for the new initiatives proposed by the UCIS centers. We look forward to expanding the partnership between UCIS and CCBC to provide an increased range of international and global education opportunities for community college faculty, staff, and students.

Sincerely,



Roger W. Davis  
Executive Vice President and Provost  
Community College of Beaver County



**Middle Georgia**  
State University

College of Arts & Sciences  
100 University Parkway, Macon, GA 31206  
478.471.2490 mga.edu

Macon

Cochran  
Dublin  
Eastman  
Warner Robins  
and online everywhere

May 18, 2018

Dr. Ariel Armony  
Vice Provost for Global Affairs  
Director, University Center for International Studies  
University of Pittsburgh  
4400 Posvar Hall  
230 South Bouquet St,  
Pittsburgh, PA 15260

Re: Partnership with the Nine University and College International Studies Consortium of Georgia, 2018 - 2022

Dear Dr. Armony:

I am writing in my capacity as the Founding Director of the Nine University and College International Studies Consortium of Georgia to offer our institution's full support for the Title VI NRC and FLAS proposals submitted for funding in the 2018-2022 cycle to the U.S. Department of Education by the following UCIS centers and programs: the African Studies Program, Asian Studies Center, Center for Latin American Studies, Center for Russian and East European Studies, European Studies Center and the Global Studies Center. Our consortium entered into a partnership with University Center for International Studies (UCIS) beginning in 2012. The initiatives proposed in the new cycle will further strengthen a mutually beneficial relationship that has already yielded outstanding results by way of expanding the range of international education offerings in Georgia.

With a combined enrollment of over 68,500 students (52% of whom are minority and otherwise underserved populations), our consortium is dedicated to the enhancement of international and foreign language education and cultural activities, including faculty and curriculum development and study abroad programs. Member institutions of our organization, established in 1993, are made up of HBCUs and two- and four-year state colleges and universities with minority enrollment ranging from 25-80%. A majority of these schools offer associate and bachelor's degrees and are located in remote, rural and socially and economically isolated parts of Georgia. All of them have teacher-training programs. Our organization suffered a major setback in terms of international education programming as a result of the 2008 financial crisis and the continuing budget cuts of the past decade. These cuts produced the most negative impact on faculty development resources so vital to the development of vibrant teaching and learning as well as the internationalization of campuses and curricula. To be specific, after adjusting for inflation, per student funding in Georgia today is half of what it was in 2001.

Due to support from UCIS centers from 2014-2018, we have been able to offer more than half-a-dozen global issues and area studies workshops in Georgia attended by interdisciplinary groups of over 300 faculty members. These workshops have resulted in new modules and curriculum revisions that have benefited our students. Sheltered from major global events/ developments, these students became engaged with new ideas and tools that enhanced their competence to adapt and succeed in a highly interdependent global economy.

To assess past collaborations and launch new initiatives, our consortium participated at a conference on curriculum internationalization hosted by Pitt in January 2018 alongside other Pennsylvania community colleges. This capstone event resulted in proposals to form an expanded network of national peers, consortium members, and Pennsylvania colleges to explore best practices in internationalization in the coming years. In 2018-2022, the Consortium of Georgia intends to work with UCIS centers to organize virtual workshop series

on annual themes of business, energy, technology, and health, enabling faculty at minority-serving institutions to develop courses, modules, co-curricular activities and career training programs focused on broad themes thereby enhancing the global competence of their students. The online format of workshops will enable a greater number of our consortium faculty to participate in this professional development opportunity while also allowing them to network and exchange best practices with colleagues from community colleges and minority-serving institutions across the United States.

In brief, the Nine University and College International Studies Consortium is delighted to endorse the new initiatives outlined by the UCIS centers. We are committed to scaling our long-term partnership with UCIS to increase access for underserved faculty, staff and students to international and global education programs.

Please do not hesitate to contact me if you need any additional information.

Sincerely,



Rajgopal ("Raj") Sashti

Director

Nine University and College International Studies Consortium of Georgia

Office of the Provost and Academic Affairs

Tel: 404-550-4805 - email: rsashti@mga.edu

#### **Member Institutions of the Consortium**

Middle Georgia State University, Macon

Abraham Baldwin Agricultural College, Tifton

Albany State University, Albany (HBCU)

Clayton State University, Morrow

Columbus State University, Columbus

Dalton State College, Dalton (Hispanic Serving Institution)

Fort Valley State University (HBCU)

Georgia Highlands College, Rome/Cartersville

Gordon State College, Barnesville

South Georgia State College, Douglas

University of North Georgia, Dahlonega



## Pittsburgh Brashear High School

Kimberly Safran, Principal

Marco Corona, Assistant Principal  
Joe Michalski, Assistant Principal  
Steve Travanti, Assistant Principal

590 Crane Avenue  
Pittsburgh, PA 15216

### Brashear Mission Statement:

The mission of Brashear High School is to cultivate productive members of society by providing quality instruction, academic rigor, and racial equity. Brashear will accomplish this mission by empowering students, teachers, parents, administrators and community stakeholders to collaborate on how best to achieve success for all students.

Phone: 412-529-7300  
Fax: 412-571-7305  
Website: [discoverpps.org/brashear](http://discoverpps.org/brashear)  
[facebook.com/BrashearHS](https://facebook.com/BrashearHS)  
Twitter: @BrashearHS

May 31, 2018

Dr. Nancy Condee, Director  
Center for Russian and East European Studies  
University of Pittsburgh  
4400 Posvar Hall  
Pittsburgh, PA 15260

Dear Dr. Condee:

On behalf of Pittsburgh Brashear High School, please accept our profound thanks for the role that the Center for Russian and East European Studies plays in our school and in our community. REES has been a committed partner of Pittsburgh Public Schools since the 1980s and 90s, when several district schools offered Russian. Since then, your center has worked tirelessly to support our existing programs and students. Most recently, REES has played a critical role in supporting the new Russian program at Brashear, reinvigorating the study of Russian in Pittsburgh for the first time in many years.

REES consistently provides speakers, funding for field trips, materials and manipulatives, and opportunities for underserved urban and rural students. Without this support, students would not benefit from exposure to less commonly taught languages like Russian, have the opportunity to reflect on diverse perspectives and be engaged in debates about the REES world region, or consider preparing for careers in areas of national need—whether in government service or international education, business, and the non-profit sector. Brashear is a Title I school with high levels of poverty. We are frequently labeled “the most diverse school in Pittsburgh,” benefiting from levels of diversity in terms of race, ethnicity, and language unseen in other area schools. One of the critical ways in which REES enhances our curriculum with international and foreign language content is by hosting a STARTALK program in the region for underserved students of Russian from Brashear, the rural Penn Trafford High School in Harrison City, and two Chicago schools. I have visited the campus where STARTALK took place multiple times over the past several years and can report high levels of energy and enthusiasm among all participants.

The ability of Pitt's Center for Russian and East European Studies to provide such valuable expertise and support to K-12 schools addresses the national need to educate citizens about world regions, foreign languages, and international affairs from a young age and across social categories. It also demonstrates the importance of the University's decades-long investment in building up resources and training specialists who put their expertise on the strategically important Russian, East European and Eurasian world region towards public benefit. Therefore, Brashear High School strongly supports REES's current application for funding from the U.S. Department of Education's Title VI National Resource Center and FLAS programs. We believe that continued federal support for REES will ensure that such productive partnerships continue to benefit new generations of students and educators, thereby enhancing the future security and competitiveness of the United States in a complex global era.

Sincerely,

Devin Browne  
Teacher of Russian  
Department Chair, World Languages  
Pittsburgh Brashear High School

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to Dr. Dara Ware Allen, Title IX Coordinator or the Section 504/ADA Title II Coordinator at 341 S. Bellefield Avenue, Pittsburgh, PA 15213 or 412.529.HELP (4357).

### Appendix 3. University of Pittsburgh REES Performance Measure Forms

**Project Goal 1:** Increase the number of students graduating with international competencies who are prepared to enter careers or advanced degree programs focusing on Russia, Eastern Europe, and Eurasia.

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase to 80% (by the end of the grant period) the proportion of graduates from REES-sponsored certificate, degree, and other credential programs who demonstrate proficiency in the competencies measured by the University Center for International Studies (UCIS's) new <i>myPittGlobal</i> student learning assessment platform, first introduced in AY 2017-18.	1a. Develop and expand program offerings to build international competencies among REES students from diverse departments and professional schools at Pitt, such as the REES capstone seminar, energy-focused study abroad program, interdisciplinary courses (e.g., "Water in Central Asia" course series), and other curricular and co-curricular offerings.	1ai. Percentage of Pitt students graduating from REES-sponsored credential programs who score at least 85 points ("proficient" rating) on the <i>myPittGlobal</i> E-portfolio Evaluative Scale, which measures seven competencies: regional expertise, interdisciplinary connections, world languages, collaboration & communication, diverse perspectives, civic & global engagement, and professional identity.	Annually	Review by trained faculty evaluators of data collected by student learning outcomes assessment tools in the <i>myPittGlobal</i> digital platform, including e-portfolios and capstone research projects.	0%	65%	70%	75%	80%

2. Increase by 20% the number of students completing REES-focused research projects, presentations, and other practical experiences to build academic and professional skills by the end of the grant period.	2a. Annually organize the “European and Eurasian Undergraduate Research Symposium,” REES graduate student conference on Europe and Central Asia, undergraduate student assistantships, and outreach internship programs such as PAGE and Global 360 to enable students to enhance their skills.	2ai. Number of students completing REES-focused research projects, presentations and other practical experiences to build academic and professional skills.	Annually	Center records and University of Pittsburgh student information system (PeopleSoft)	47	49	52	54	57
3. Increase by 20% the number of Pitt students participating in REES-sponsored career awareness and preparation programs by the end of the grant period.	3a. Organize career-oriented information sessions, courses, peer mentoring, and employer networking opportunities through the University Center for International Studies (UCIS) Toolkit and Career Initiative, in partnership with Pitt’s Office of Career Development and Placement Assistance, professional schools, and regional for-profit and non-profit organizations.	3ai. Number of Pitt students participating in REES-sponsored career awareness and preparation programs.	Annually	Center records	213	223	234	245	256

<b>Project Goal 2:</b> Increase the number of students graduating with intermediate or advanced competency in US/ED priority languages from the REES world area.									
<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>Baselines and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1. Increase enrollments by 10% in intermediate and advanced level priority language courses, including Bosnian/Croatian/Serbian, Persian, Polish, Russian, Turkish, and Ukrainian, by the end of the grant period.	1a. Use NRC funding to support annual instruction and assessment in REES-area languages and collaborate with other Title VI centers through consortia to offer intermediate and advanced summer courses in priority languages from this strategic region.	1ai. Number of students enrolled in 2nd–4th year priority language courses through Pitt, including fall, spring, and summer terms.	Annually	University of Pittsburgh student information system (PeopleSoft) and Slavic, East European, and Near Eastern Summer Language Institute (SLI) records.	63	64	66	68	70
		1aii. Percentage of students taking Bosnian/Croatian/Serbian, Russian, or Turkish language whose speaking proficiency is rated at least Intermediate Low (after 2 <sup>nd</sup> year courses) or Intermediate Mid (after 3 <sup>rd</sup> year courses) on the ACTFL OPI scale.	Annually (each spring term for academic year courses, and each summer term for intensive summer courses).	Unofficial OPI testing by ACTFL-certified interviewers or computer-based OPIc proficiency testing.	85%	87%	89%	91%	93%

2. Increase enrollments by 10% in overseas study programs that include intermediate or advanced level instruction in REES-area priority languages by the end of the grant period.	2a. Expand and promote opportunities for students to engage in overseas language study programs in collaboration with the Study Abroad Office; the Slavic, East European, and Near Eastern Summer Language Institute (SLI); and key partner institutions in the REES world area.	2ai. Number of students enrolled in overseas study programs through Pitt that include intermediate or advanced level instruction in REES-area priority languages.	Annually	Center advising records, University of Pittsburgh student information system (PeopleSoft), and Slavic, East European, and Near Eastern Summer Language Institute (SLI) records.	60	61	63	64	66
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<b>Project Goal 3:</b> Increase international competencies of K-16 students, especially at underserved schools, MSIs, and community colleges, through academic and cultural outreach programming with content focusing on REES-area languages and regional studies.									
<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>Baselines and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1. Increase by 25% the number of REES-sponsored academic and cultural outreach programs for K-12 students by the end of the grant period.	1a. Provide a range of academic and cultural programming for K-12 students, including school visits by expert speakers, the Global 360 program, internationally themed field trips, and the regional Olympiada of Spoken Russian.	1ai. Number of REES-sponsored academic and cultural outreach programs provided for K-12 students.	Annually	Center records	12	13	13	14	15
		1aii. Number of K-12 students participating in REES-sponsored academic and cultural outreach programs.	Annually	Center records	1,530	1,625	1,720	1,815	1,915
2. Increase by 25% the number of K-12 schools with significant underserved (minority and/or lower-income) populations participating in REES-sponsored outreach programs by the end of the grant period.	2a. Work with K-12 faculty and administrators to develop and expand REES-sponsored academic and cultural outreach programs targeting needs of underserved populations, such as College in High School and summer residential programming.	2ai. Number of K-12 schools with significant underserved (minority and/or lower-income) populations participating in REES-sponsored academic and cultural outreach programs.	Annually	Center records	16	17	18	19	20

3. Increase by 20% the participation of students at MSIs and community colleges in REES-sponsored academic and cultural outreach programs by the end of the grant period.	3a. Work with faculty and administrators at partner MSIs and community colleges to increase their students' access to REES-sponsored programming, e.g., by publicizing video-conferenced information sessions through UCIS's International Toolkit and Career Initiative and organizing field trips for students from Western Pennsylvania institutions to attend REES events at Pitt.	3ai. Number of students at MSIs and community colleges participating in REES-sponsored academic and cultural outreach programs.	Annually	Center records	25	26	27	28	30
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<b>Project Goal 4:</b> Increase international competencies of K-16 faculty, especially at underserved schools, MSIs, and community colleges, through professional development and infusing REES content into the curriculum.									
<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>Baselines and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1. Increase by 25% the number of REES-sponsored professional development opportunities for K-16 faculty by the end of the grant period.	1a. Organize programs including professional development workshops to promote internationalization of curricula at regional K-16 schools, MSIs and community colleges, and provide travel and curriculum development stipends to support teaching and research on the REES world area by community college and MSI faculty.	1ai. Number of REES-sponsored professional development opportunities provided for K-16 faculty.	Annually	Center records	14	15	16	17	18
		1aii. Number of K-16 faculty participating in REES-sponsored professional development programs.	Annually	Center records	235	250	265	280	295
2. Increase by 25% the number of pre-service K-12 teachers and MSI or community college faculty utilizing Center resources to develop REES-related curriculum content by the end of the grant period.	2a. Partner with Pitt's other University Center for International Studies (UCIS) centers, Pitt School of Education faculty, and faculty and administrators at MSIs and community colleges to offer resources—such as travel and curriculum development stipends—to support pre-service teachers, community college and MSI instructors in infusing REES-related content into their teaching.	2ai. Number of pre-service K-12 teachers and faculty at MSIs and community colleges utilizing Center resources to support REES-related curriculum development.	Annually	Center records	10	11	12	12	13

<b>Project Goal 5:</b> Increase understanding of Russia, Eastern Europe, and Eurasia among the regional business and professional communities, media, government, and the general public.									
<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>Baselines and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1. Increase by 10% the number of participants in REES-sponsored business and professional community outreach programs by the end of the grant period.	1a. Offer and promote lectures and online resources on contemporary topics in Russia, Eastern Europe, and Eurasia to the local business and professional communities as a source of current information on economic and political issues in strategically important world regions.	1ai. Number of participants in REES-sponsored business and professional community outreach programs, including use of online resources.	Annually	Center records and web analytics tools for online resources.	169	173	177	181	186
2. Increase by 10% the Center's communications with media and government about REES activities and resources by the end of the grant period.	2a. Collaborate with Pitt's communications and governmental relations offices, the University Center for International Studies (UCIS) Board of Visitors, the REES advisory board, and the REES Digital Scholarship Curator to develop strategies for enhancing the visibility of REES resources and activities among media and policymakers.	2ai. Number of communications with media and government about REES activities and resources, including online communications.	Annually	Center records and web analytics tools for online resources.	50	51	52	54	55

3. Increase by 10% the number of participants in REES-sponsored community outreach events by the end of the grant period.	3a. Partner with community organizations, such as regional Foreign Policy Association Great Decisions groups, ethnic communities, and local nonprofit, arts and cultural organizations (e.g., public libraries, museums, musical and theatrical groups), to develop and publicize REES-related educational and cultural events that are accessible and engaging for the general public.	3ai. Number of participants in REES-sponsored community outreach events, including online broadcast events.	Annually	Center records	14,481	14,843	15,206	15,568	15,930
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**Statement on Diverse Perspectives and Areas of Need**  
**Center for Russian and East European Studies, University of Pittsburgh**

**Part 1: Reflecting Diverse Perspectives**

The Center for Russian and East European Studies (REES) supports courses, lectures, conferences, digital publishing, and outreach activities presenting diverse perspectives and a wide range of views on the REES world region. Within the University, diversity of academic perspectives is ensured by involvement of faculty and students from a variety of departments and schools. By working with Pitt's professional schools and experts on economic, social, cultural, linguistic, historical, political, and security-related topics, REES provides high-quality, timely programming and support for study and research on critical world issues. In collaboration with the University's schools of Public and International Affairs, Business, Law, Education, and others, as well as government, military, media, and nonprofit organizations, REES provides faculty and students with research opportunities, career and graduate school preparatory events, and other programs presenting a broad range of perspectives on Russia, Eastern Europe, and Eurasia. To reflect diverse perspectives from outside of academia, REES incorporates presentations by practitioners of business, journalism, government, nonprofit work, and other professional fields into its lecture series, study abroad programs, and K-16 student and faculty outreach.

Proposed activities in 2018-22 that will contribute to advancing diverse perspectives on the REES region and critical world issues include: workshops for K-16 faculty and pre-service teachers, including events with minority-serving institutions and community colleges; a redesigned study abroad program on comparative energy issues, exposing Pitt students to divergent views of the shale gas industry in the U.S. and overseas; and hosting scholars from overseas partner institutions, who expose Pitt students and faculty to viewpoints on the REES area held by residents of the region. In addition, the Center's public lecture and film series, events with local arts and cultural organizations, and online information resources reflect diverse perspectives, while generating debate on key issues from the REES region among the education, business, media, government, and nonprofit communities and the general public.

The recently created REES Digital Scholarship Curator position also aims to generate public debate on regional issues through strategic online publishing, blogging, and social media. This position is held by Dr. Sean Guillory, whose *Sean's Russia Blog Podcast* interviews with REES area experts present a diverse range of views and have been downloaded over half a million times since 2015. Pitt's recent institutional membership in the news and analysis website *The Conversation*, which has 10.7 million monthly users and often sees its articles republished by major media organizations, provides yet another outlet for Center affiliated faculty to present diverse perspectives generating debate on the REES world region.

**Statement on Diverse Perspectives and Areas of Need**  
**Center for Russian and East European Studies, University of Pittsburgh**

**Part 2: Encouraging Service in Areas of National Need**

The Center for Russian and East European Studies (REES) advances student proficiency in critical languages by supporting instruction and targeting FLAS Fellowship funding to less-commonly-taught languages identified by the Secretary of Education as areas of national need, including **Bosnian/Croatian/Serbian, Bulgarian, Polish, Russian, Turkish, and Ukrainian**. The Center provides multifaceted support to students seeking employment in the federal government or military, as well as areas of need in the education, business, and nonprofit sectors. Through the REES Undergraduate and Graduate Certificate programs, students receive academic and career advising services and have access to REES alumni and professional contacts in a wide range of fields, including those critical to national security and areas of national need.

REES works with the University Center for International Studies (UCIS) and Pitt's Career Development and Placement Assistance office to provide students with access to career fairs, job databases, and employment counseling for a wide array of federal agencies and other nonprofit and for-profit organizations. Agencies to which Pitt students have access through such channels include the U.S. Departments of Defense, Education, Energy, Homeland Security, and State; the CIA and FBI; and others. In the 2018-22 Title VI grant cycle, REES and Pitt's other UCIS area studies centers will develop an expanded **International Toolkit and Career Initiative** to further enhance students' preparation for government service and other internationally oriented careers. International Toolkit programming will involve REES students in panel discussions with professionals in careers of interest, networking trips to prospective employers, Career Identity courses on pre-professional topics, and personalized mentoring by a UCIS International Studies Career Integration Fellow.

REES works with Pitt's Graduate School of Public and International Affairs, International Business Center, and Center for International Legal Education to promote study abroad, overseas internships, and intensive summer courses in critical languages of the REES world region to professional school students at Pitt, helping to prepare them for careers in areas of national need. In addition, REES partners with Pitt's Department of Slavic Languages and Literatures to provide educational outreach support to foreign language teachers and encourage the study of critical need languages at K-12 schools in Western Pennsylvania, such as the Russian language program at Pittsburgh Brashear High School. Finally, through Project GO grants from the U.S. Department of Defense, REES provides intensive Russian and Turkish language training to students enrolled in Army, Navy, and Air Force ROTC programs in Pittsburgh and nationally, preparing them to use these critical languages in their future careers as military officers.

## Appendix 2. University of Pittsburgh REES Course List

<b>School</b>	<b>Department or Program</b>	<b>Page</b>
Dietrich School of Arts & Sciences	Anthropology	1
Dietrich School of Arts & Sciences	Communication & Rhetoric	1
Dietrich School of Arts & Sciences	Economics	1
Dietrich School of Arts & Sciences	English Film	2
Dietrich School of Arts & Sciences	English Literature	2
Dietrich School of Arts & Sciences	French & Italian	2
Dietrich School of Arts & Sciences	German	2
Dietrich School of Arts & Sciences	History	3
Dietrich School of Arts & Sciences	History of Art & Architecture	4
Dietrich School of Arts & Sciences	Jewish Studies	4
Dietrich School of Arts & Sciences	Less-Commonly-Taught Languages	5
Dietrich School of Arts & Sciences	Modern Greek	5
Dietrich School of Arts & Sciences	Music	5
Dietrich School of Arts & Sciences	Persian	5
Dietrich School of Arts & Sciences	Polish	6
Dietrich School of Arts & Sciences	Political Science	6
Dietrich School of Arts & Sciences	Religious Studies	7
Dietrich School of Arts & Sciences	Russian	8
Dietrich School of Arts & Sciences	Serbian/Croatian	11
Dietrich School of Arts & Sciences	Slavic Languages & Literatures	12
Dietrich School of Arts & Sciences	Slovak	13
Dietrich School of Arts & Sciences	Sociology	14
Dietrich School of Arts & Sciences	Turkish	14
Dietrich School of Arts & Sciences	Ukrainian	14
College of Business Administration	Business/Business Economics	15
Katz Graduate School of Business	Business/Business Economics	15
School of Education	Administrative & Policy Studies	15
College of General Studies	Administration of Justice	15
School of Law	Law	16
Graduate School of Public & International Affairs	Public & International Affairs	16
Study Abroad: Arts & Sciences	Arts & Sciences	17



**COURSE LIST, FALL 2016 – SUMMER 2018 TERMS (FALL 2018 – SUMMER 2019 PROJECTED)**  
**CENTER FOR RUSSIAN AND EAST EUROPEAN STUDIES**  
**UNIVERSITY OF PITTSBURGH**

*New Courses (First Offered in or after Fall 2016) in Italics and Bold*

**\* Courses to Be Funded by NRC in 2018-19**

**NOTES:**

- Courses numbered below 2000 are undergraduate level. Those numbered 1000-1999 can be taken for graduate credit with instructor permission.
- Courses numbered 2000 and above are graduate level.
- Enrollments for Summer 2018 courses are not yet available. The University of Pittsburgh's full course schedule for the 2018-19 academic year also is not yet available; therefore, the "Offer 18/19" column of this chart represents projections based on previous patterns of course offerings.

<b>COURSE NUMBER &amp; TITLE (CL = cross-listed)</b>	<b>% Area Content</b>	<b>Term</b>	<b>Credit Hours</b>	<b>Instructor</b>	<b>U.G.</b>	<b>Grad.</b>	<b>Total</b>	<b>Offer 18/19</b>
<b>DIETRICH SCHOOL OF ARTS &amp; SCIENCES (ARTSC)</b>								
<b><u>Anthropology (ANTH)</u></b>								
0534 Prehistoric Foundations of European Civilization	50%	F-17	3	Hanks	90	--	90	
1730 Ethno-National Violence	25%	F-17	3	Hayden	20	--	20	
<i>1737 Gender and Globalization</i>	25%	F-16	3	Lukacs	19	1	20	x
<i>1737 Gender and Globalization</i>	25%	F-17	3	Lukacs	15	1	16	x
1737 Anthropology of Eurasia	100%	SP-17	3	Begim	14	--	14	
<i>1737 Semiotic Anthropology: Style, Substance, Significance</i>	25%	SP-18	3	Brown	13	--	13	
(Includes cases from REES world area)								
<i>1761 Patients &amp; Healers: Medical Anthropology</i>	25%	F-16	3	Kao	36	2	38	x
(Includes cases from REES world area)								
1768 Culture and Societies of Eastern Europe	100%	SP-18	3	Hayden	21	--	21	
1768 Culture and Societies of Eastern Europe	100%	SP-18	3	Whitehead	8	--	8	
2741 Anthropology of Law	25%	SP-17	3	Cabot	--	1	1	x
(Includes cases from REES world area)								
<i>2782 Semiotic Anthropology: Style, Substance, Significance</i>	25%	SP-18	3	Brown	--	1	1	
(Includes cases from REES world area)								
<b><u>Communication &amp; Rhetoric (COMMRC)</u></b>								
1120 Rhetoric of Cold War	50%	SP-17	3	Johnson	29	--	29	x
<b><u>Economics (ECON)</u></b>								
0500 Intro to International Economics	25%	F-16	3	Maksymenko	79	--	79	x
0500 Intro to International Economics	25%	F-16	3	Maksymenko	80	--	80	x
0500 Intro to International Economics	25%	SP-17	3	Maksymenko	80	--	80	x
0500 Intro to International Economics	25%	SU-17	3	Maksymenko	23	--	23	x

<b>COURSE NUMBER &amp; TITLE (CL = cross-listed)</b>	<b>% Area Content</b>	<b>Term</b>	<b>Credit Hours</b>	<b>Instructor</b>	<b>U.G.</b>	<b>Grad.</b>	<b>Total</b>	<b>Offer 18/19</b>
<b><u>Economics (ECON), continued</u></b>								
0500 Intro to International Economics	25%	F-17	3	Maksymenko	80	--	80	x
0905 Pitt in Czech Republic and Poland: Economy, Policy, and Culture	100%	SU-17	3	Maksymenko	18	2	20	x
0905 Pitt in Czech Republic and Poland: Economy, Policy, and Culture	100%	SU-18	3	Maksymenko				x
1050 Socialism versus Capitalism (CL-HIST)	50%	F-16	3	Hammond	10	--	10	x
1680 Economics of European Union	50%	SP-17	3	Maloy	40	--	40	x
<b>1710 Economic Policy Analysis</b>	25%	SP-18	3	Maksymenko/ Mylovanov	15	--	15	x
<b>1710 Economic Policy Analysis</b> (Includes cases from REES world area)	25%	SP-18	3	Maksymenko/ Mylovanov	16	--	16	x
<b><u>English Film (ENGFLM)</u></b>								
<b>0400 Introduction to Film</b> (Includes films from REES world area)	50%	SU-17	3	Mukhortova	15	--	15	x
<b>0400 Introduction to Film</b>	50%	SU-18	3	Sattarova				x
<b><u>English Literature (ENGLIT)</u></b>								
0325 Russian Short Story in Context (CL-RUSS)	100%	F-16	3	Basina	9	--	9	x
0325 Russian Short Story in Context (CL-RUSS)	100%	F-17	3	Robinson	7	--	7	x
0590 Formative Masterpieces: 19 <sup>th</sup> Century Russia (CL-RUSS)	100%	F-16	3	Padunov	9	--	9	x
0590 Formative Masterpieces: 19 <sup>th</sup> Century Russia (CL-RUSS)	100%	SP-17	3	Padunov	10	--	10	x
0590 Formative Masterpieces: 19 <sup>th</sup> Century Russia (CL-RUSS)	100%	F-17	3	Padunov	9	--	9	x
0612 Pitt in Prague: Literature & Science—Boundaries of the Human	75%	SU-18	3	Aziz				x
0636 Pitt in Prague: The Gothic Imagination	75%	SU-18	3	Satyavolu				x
<b><u>French &amp; Italian (FR-ITAL)</u></b>								
2710 Intro to Literary & Cultural Theory (CL-RUSS, GER) (Includes Russian literature)	25%	F-17	3	Doshi	--	6	6	x
<b><u>German (GER)</u></b>								
1502 Indo-European Folktales	25%	SP-17	3	Batista	168	--	168	x
1502 Indo-European Folktales	25%	F-17	3	Batista	200	--	200	x
1502 Indo-European Folktales	25%	SP-18	3	Lyon	172	--	172	x
1502 Indo-European Folktales	25%	SU-18	3	Chiasson				x
1510 Kafka and the Modern World (CL-ENGLIT)	100%	F-17	3	Lukic	21	--	21	x
1528 Vienna	25%	SP-18	3	Colin	15	--	15	
1542 Marx and Marxism	25%	SP-17	3	Von Dirke	81	--	81	x

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<b><u>History (HIST)</u></b>								
0187 World War II: Europe	25%	F-16	3	Hammond	148	--	148	x
0187 World War II: Europe	25%	SP-17	3	Robles	77	--	77	x
0187 World War II: Europe	25%	SU-17	3	Hammond	23	--	23	x
0187 World War II: Europe	25%	F-17	3	Hammond	159	--	159	x
0187 World War II: Europe	25%	SP-18	3	Hammond	82	--	82	x
0187 World War II: Europe	25%	SU-18	3	Hammond				x
0190 The Dictators	25%	SP-18	3	Holstein	15	--	15	
0200 East European Civilization	100%	SP-17	3	Livezeanu	33	--	33	x
0200 East European Civilization	100%	SU-17	3	Brode	9	--	9	x
<b>0200 East Central Europe</b>	100%	SP-18	3	Livezeanu	23	--	23	x
<b>0200 East Central Europe</b>	100%	SU-18	3	Hoxha				x
<b>0201 The Baltic Sea</b>	75%	SP-18	3	Wezel	81	--	81	
0302 Soviet Russia	100%	SP-17	3	Chase	75	--	75	x
<b>0678 US and the Holocaust (CL- JS, RELGST)</b>	25%	F-16	3	Burstin	22	--	22	x
<b>0678 US and the Holocaust (CL- JS, RELGST)</b>	25%	F-16	3	Burstin	19	--	19	x
<b>0678 US and the Holocaust (CL- JS, RELGST)</b>	25%	F-17	3	Burstin	20	--	20	x
<b>0678 US and the Holocaust (CL- JS, RELGST)</b>	25%	F-17	3	Burstin	19	--	19	x
<b>0752 Empires of the Steppe</b>	75%	F-16	3	Pickett	31	2	33	x
<b>0752 Empires of the Steppe</b>	75%	SP-17	3	Pickett	34	--	34	x
<b>0752 Empires of the Steppe</b>	75%	F-17	3	Behrendt	34	--	34	x
0756 Intro to Islamic Civilization (CL-RELGST)	25%	F-16	3	Jouili	17	--	17	x
0756 Intro to Islamic Civilization (CL-RELGST)	25%	SP-17	3	Solomon	13	--	13	x
0756 Intro to Islamic Civilization (CL-RELGST)	25%	SP-18	3	Jouili	20	--	20	x
1000 Capstone Seminar: REES	100%	SP-17	3	Reid	7	--	7	x
1000 Capstone Seminar: REES *	100%	SP-18	3	Behrendt	7	--	7	x
<b>1001 Introductory Seminar: Ukraine-Russia Conflict in Historical Perspective</b>	100%	F-17	3	Thum	15	--	15	
1001 Introductory Seminar: Breakup of the Soviet Empire, 1989-91	100%	SP-17	3	Wezel	12	--	12	
1019 Cities in Historical Perspective	25%	F-16	3	Chase	35	--	35	
1019 Cities in Historical Perspective	25%	SP-18	3	Archibald	35	--	35	
1040 World War I: Comparative Perspective	25%	SP-17	3	Novosel	35	--	35	x
1040 World War I: Comparative Perspective	25%	SP-18	3	Novosel	35	--	35	x
1045 Socialism versus Capitalism (CL-ECON)	25%	F-16	3	Hammond	24	--	24	x
1046 Nationalism (CL- PS)	50%	F-16	3	Wezel	24	--	24	x
1046 Nationalism (CL- PS)	50%	F-17	3	Wezel	59	1	60	x

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<b><u>History (HIST), continued</u></b>								
1048 Mass Violence in the 20 <sup>th</sup> Century	50%	SP-17	3	Thum	15	--	15	x
1108 Comparative European History	50%	F-16	3	Thum	12	--	12	x
1108 Comparative European History	50%	SP-17	3	Wezel	34	--	34	x
1175 Xenophobia in Modern Europe (CL-PS)	50%	SP-17	3	Hagerty/ Yildiz	59	--	59	x
<b><i>1225 Balkan History</i></b>	100%	SP-18	3	Livezeanu	19	1	20	
1313 History of the Russian Revolution	100%	F-16	3	Wezel	34	--	34	x
1313 History of the Russian Revolution	100%	F-17	3	Wezel	35	--	35	x
1315 Stalin	100%	F-17	3	Chase	28	--	28	x
<b><i>1326 Russia and the World</i></b>	100%	SP-17	3	Guillory	29	--	29	x
<b><i>1344 Russian Revolution Movements</i></b>	100%	SP-18	3	Guillory	30	--	30	
<b><i>1470 Eurasian Currents</i></b>	75%	SP-18	3	Reid	9	1	19	
1482 Buddhist Civilization Along Silk Road (CL-HAA, RELGST)	25%	F-16	3	Delgado Creamer	9	--	9	x
1653 Cold War America in the World	25%	F-16	3	Smith	33	--	33	x
1653 Cold War America in the World	25%	SP-17	3	Greenwald	27	--	27	x
1653 Cold War America in the World	25%	F-17	3	Smith	34	--	34	x
1653 Cold War America in the World	25%	SP-18	3	Greenwald	29	--	29	x
<b><i>1749 Islam &amp; Conflict in Global Contexts</i></b>	25%	F-16	3	Peterson	19	--	19	
1767 Jews & Judaism in Modern World (CL-JS)	50%	SP-17	3	Kranson	5	--	5	x
1769 Holocaust History & Memory (CL-JS)	25%	SP-17	3	Kranson	15	--	15	x
1769 Holocaust History & Memory (CL-JS)	25%	SP-18	3	Kranson	14	--	14	x
1780 Jews and the City	25%	SP-18	3	Kranson	10	--	10	
2042 Sociology of Revolution (CL-SOC, PS)	25%	F-17	3	Markoff	--	3	3	
<b><i>2540 European Empires in the World</i></b>	25%	SP-17	3	Pickett	1	3	4	x
<b><i>2739 City as Text</i></b>	25%	F-17	3	Thum	2	8	10	
<b><u>History of Art &amp; Architecture (HAA)</u></b>								
1692 Buddhist Civilization Along Silk Road (CL-HIST, RELGST)	25%	F-16	3	Delgado Creamer	10	--	10	x
<b><u>Jewish Studies (JS)</u></b>								
<b><i>0283 US and the Holocaust (CL-HIST, RELGST)</i></b>	25%	F-16	3	Burstin	22	--	22	x
<b><i>0283 US and the Holocaust (CL-HIST, RELGST)</i></b>	25%	F-16	3	Burstin	19	--	19	x
<b><i>0283 US and the Holocaust (CL-HIST, RELGST)</i></b>	25%	F-17	3	Burstin	4	--	4	x
<b><i>0283 US and the Holocaust (CL-HIST, RELGST)</i></b>	25%	F-17	3	Burstin	5	--	5	x
1250 Jews & Judaism in Modern World (CL-HIST, RELGST)	50%	F-16	3	Kranson	24	--	24	x

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<b><u>Jewish Studies (JS), continued</u></b>								
1250 Jews & Judaism in Modern World (CL-HIST, RELGST)	50%	SP-17	3	Kranson	4	--	4	x
1252 Holocaust History & Memory (CL-HIST, RELGST)	25%	SP-17	3	Kranson	35	--	35	x
1252 Holocaust History & Memory (CL-HIST, RELGST)	25%	SP-18	3	Kranson	5	--	5	x
<b><u>Less-Commonly-Taught Languages (LCTL)</u></b>								
0391 Hungarian I	100%	F-16	4	Batista	5	--	5	x
0391 Hungarian I *	100%	F-17	4	Batista	5	--	5	x
0392 Hungarian II	100%	SP-17	4	Batista	3	--	3	x
0392 Hungarian II *	100%	SP-18	4	Batista	3	--	3	x
<b><u>Modern Greek (GREEKM)</u></b>								
0101 Modern Greek I	100%	F-16	4	Papanastasiou	13	--	13	x
0101 Modern Greek I	100%	F-17	4	Papanastasiou	10	--	10	x
0102 Modern Greek II	100%	SP-17	4	Papanastasiou	7	--	7	x
0102 Modern Greek II	100%	SP-18	4	Papanastasiou	7	--	7	x
0103 Modern Greek III	100%	F-16	3	Papanastasiou	1	--	1	x
0103 Modern Greek III	100%	F-17	3	Papanastasiou	2	--	2	x
0104 Modern Greek IV	100%	SP-18	3	Papanastasiou	3	--	3	x
<b><u>Music (MUSIC)</u></b>								
0211 Introduction to Western Art Music	25%	F-16	3	Ruth	109	--	109	x
0311 Introduction to World Music	25%	F-16	3	Helbig	156	--	156	x
0550 Carpathian Music Ensemble	100%	F-16	1	Helbig	8	--	8	x
0615 Carpathian Music Ensemble	100%	SP-17	1	Helbig/Heins	14	--	14	x
0615 Carpathian Music Ensemble	100%	F-17	1	Helbig	19	--	19	x
0615 Carpathian Music Ensemble	100%	SP-18	1	Helbig/Heins	24	--	24	x
<i>1356 Music in the Middle East</i> (Includes Turkey and Central Asia)	25%	F-17	3	Fossum	5	2	7	
1396 Music in Society	25%	SP-17	3	Velasquez/Root	9	--	9	x
1396 Music in Society (Includes cases from REES world area)	25%	SP-18	3	Cassaro	15	--	15	x
<b><u>Persian (PERS)</u></b>								
0101 Persian/Farsi I	100%	F-16	4	Ghaznavi	13	--	13	x
0101 Persian/Farsi I	100%	F-17	4	Ghaznavi	10	1	11	x
0102 Persian/Farsi II	100%	SP-17	4	Ghaznavi	6	--	6	x
0102 Persian/Farsi II	100%	SP-18	4	Ghaznavi	8	1	9	x

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<b><u>Persian (PERS), continued</u></b>								
0103 Persian/Farsi III	100%	F-16	3	Ghaznavi	3	--	3	x
0103 Persian/Farsi III	100%	F-17	3	Ghaznavi	4	--	4	x
0104 Persian/Farsi IV	100%	SP-17	3	Ghaznavi	3	--	3	x
0104 Persian/Farsi IV	100%	SP-18	3	Ghaznavi	2	--	2	x
0105 Persian/Farsi V	100%	F-16	3	Ghaznavi	1	--	1	x
0105 Persian/Farsi V	100%	F-17	3	Ghaznavi	2	--	2	x
0106 Persian/Farsi VI	100%	SP-17	3	Ghaznavi	1	--	1	x
0106 Persian/Farsi VI	100%	SP-18	3	Ghaznavi	2	--	2	x
<b><u>Polish (POLISH)</u></b>								
0010 Elementary Polish I	100%	F-16	4	Swan	8	1	9	x
0010 Elementary Polish I	100%	F-17	4	Swan	4	--	4	x
0020 Elementary Polish II	100%	SP-17	4	Swan	5	1	6	x
0020 Elementary Polish II	100%	SP-18	4	Swan	5	1	6	x
0030 Intermediate Polish III	100%	F-16	3	Swan	5	--	5	x
0030 Intermediate Polish III	100%	F-17	3	Swan	3	1	4	x
0040 Intermediate Polish IV	100%	SP-17	3	Swan	3	--	3	x
0040 Intermediate Polish IV	100%	SP-18	3	Swan	3	1	4	x
0210 Beginning Intensive Polish	100%	SU-17	6	Gallaher	2	2	4	x
0210 Beginning Intensive Polish	100%	SU-18	6	Jezyk				x
0211 Beginning Intensive Polish Pitt/Poland	100%	SU-17	10	Gallaher	1	1	2	x
0211 Beginning Intensive Polish Pitt/Poland	100%	SU-18	10	Jezyk				x
0220 Intermediate Intensive Polish	100%	SU-18	6	Lion				x
0221 Intermediate Intensive Polish Pitt/Poland	100%	SU-18	10	Lion				x
0222 Intermediate Intensive Polish in Poland	100%	SU-17	6	Jasinska-Panek	2	2	4	x
0223 Intermediate Intensive Polish in Poland	100%	SU-18	6	Jasinska-Panek				x
0233 Advanced Intensive Polish in Poland	100%	SU-18	6	Sierkowska				x
0325 Short Story in Polish Context	100%	F-17	3	Swan	3	--	3	
0410 Advanced Polish II	100%	SP-17	3	Swan	1	--	1	x
<i>1260 Survey of Polish Literature and Culture</i>	100%	F-16	3	Swan	4	--	4	
1901 Independent Study (Polish Tutorial)	100%	F-16	3	Swan	2	--	2	x
<b><u>Political Science (PS)</u></b>								
1317 Politics of the European Union	25%	F-16	3	Marolda	29	--	29	x
1317 Politics of the European Union	25%	F-17	3	Marolda	23	--	23	x
1328 Authoritarian Politics	25%	SU-18	3	Chan				

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<b><u>Political Science (PS), continued</u></b>								
1330 European Union Capstone Seminar	25%	SP-17	3	Spoon	4	--	4	x
1330 European Union Capstone Seminar	25%	SP-18	3	Counselman	7	--	7	x
1341 Government and Politics, USSR & Russian Federation *	100%	SP-18	3	Rukhadze	30	--	30	x
1348 Xenophobia in Modern Europe (CL-HIST)	50%	SP-17	3	Hagerty/Yildiz	19	--	19	x
<b>1371 Islam, Law, and Politics</b>	25%	SP-18	3	Peterson	10	--	10	x
1378 Building Democracy Around the World	25%	F-16	3	Morgenstern	20	1	21	x
1378 Building Democracy Around the World	25%	F-17	3	Morgenstern	25	--	25	x
<b>1381 Capstone Seminar in Parties, Elections &amp; Populists in Europe</b>	25%	SP-18	3	Spoon	14	--	14	x
1504 Nationalism (CL-HIST)	50%	F-16	3	Wezel	10	--	10	x
1504 Nationalism (CL-HIST)	50%	F-17	3	Wezel	19	--	19	x
1510 Cold War: Soviet Union and the West 1917-91	75%	F-17	3	Guillory	35	--	35	x
1511 American Foreign Policy	25%	F-16	3	Surzhko-Harned	25	--	25	x
1511 American Foreign Policy	25%	SP-17	3	Surzhko-Harned	34	--	34	x
1511 American Foreign Policy *	25%	SP-18	3	Rukhadze	32	--	32	x
(Emphasizes US relations with Russia & former USSR)								
1513 Foreign Policies—Changing World	50%	F-17	3	Linden	35	--	35	x
1521 Eastern Europe in World Politics	100%	F-17	3	Kabala	35	--	35	x
1536 Human Security	25%	SP-18	3	Johnson	27	--	27	x
1538 Politics of Oil and Natural Resources	25%	SP-17	3	Surzhko-Harned	35	--	35	x
1581 Capstone Seminar: International Relations	25%	SP-17	3	Panayides	16	--	16	x
1581 Capstone Seminar: Origins & Consequences of Nuclear Proliferation	25%	SP-18	3	Spaniel	16	--	16	x
<b>1612 Marxism</b>	25%	SP-18	3	Mackenzie	30	--	30	x
2351 Gender & Development (CL-PIA)	25%	F-16	3	Finkel	--	1	1	x
2518 Security & Intelligence Studies (CL-PIA)	25%	F-17	3	Grauer	--	1	1	x
<b><u>Religious Studies (RELGST)</u></b>								
0105 Religions of the West	25%	SU-18	3	Brady				
<b>0283 US and the Holocaust (CL-HIST, JS)</b>	25%	F-16	3	Burstin	8	--	8	x
<b>0283 US and the Holocaust (CL-HIST, JS)</b>	25%	F-16	3	Burstin	9	--	9	x
<b>0283 US and the Holocaust (CL-HIST, JS)</b>	25%	F-17	3	Burstin	10	--	10	x
<b>0283 US and the Holocaust (CL-HIST, JS)</b>	25%	F-17	3	Burstin	10	--	10	x
0455 Intro to Islamic Civilization (CL-HIST)	75%	F-16	3	Jouili	18	--	18	x
0455 Intro to Islamic Civilization (CL-HIST)	75%	SP-17	3	Solomon	4	--	4	x

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<b><u>Religious Studies (RELGST), continued</u></b>								
0455 Intro to Islamic Civilization (CL-HIST)	25%	SP-18	3	Jouili	21	--	21	x
1135 Orthodox Christianity	100%	SP-17	3	Brady	31	1	32	x
1135 Orthodox Christianity	100%	SP-18	3	Brady	31	--	31	x
1250 Jews & Judaism in Modern World (CL-HIST, JS)	25%	SP-17	3	Kranson	10	--	10	x
1252 Holocaust History & Memory (CL- HIST, JS)	50%	SP-17	3	Kranson	10	--	20	x
1252 Holocaust History & Memory (CL- HIST, JS)	50%	SP-18	3	Kranson	25	--	25	x
1520 Buddhist Civilization Along Silk Road (CL-HIST, HAA)	25%	F-16	3	Delgado Creamer	15	--	15	x
1540 Saints East and West (Covers Orthodox Christianity)	50%	F-17	3	Bakic-Hayden	26	--	26	x
1545 Mysticism East and East	50%	F-17	3	Bakic-Hayden	30	--	30	x
1545 Mysticism East and East (Covers Orthodox Christianity)	50%	SP-18	3	Bakic-Hayden	26	--	26	x
<b><u>Russian (RUSS)</u></b>								
0010 Elementary Russian I	100%	F-16	5	McCausland	16	--	16	x
0010 Elementary Russian I	100%	F-16	5	McCausland	4	--	4	x
0010 Elementary Russian I	100%	F-16	5	McCausland	12	1	13	x
0010 Elementary Russian I	100%	F-17	5	Lin	14	3	17	x
0010 Elementary Russian I	100%	F-17	5	Crane	8	--	8	x
0010 Elementary Russian I	100%	F-17	5	Furniss	12	1	13	x
0020 Elementary Russian II	100%	SP-17	5	McCausland	15	1	16	x
0020 Elementary Russian II	100%	SP-17	5	Mukhortova	8	--	8	x
0020 Elementary Russian II	100%	SP-18	5	Furniss	16	3	19	x
0020 Elementary Russian II	100%	SP-18	5	Blackledge	9	1	10	x
0030 Intermediate Russian I	100%	F-16	5	Gray	18	1	19	x
0030 Intermediate Russian I	100%	F-16	5	Shlikhar	10	1	11	x
0030 Intermediate Russian I	100%	F-17	5	Gray	8	2	10	x
0030 Intermediate Russian I	100%	F-17	5	Klimova	9	1	10	x
0040 Intermediate Russian II	100%	SP-17	5	Gray	7	1	8	x
0040 Intermediate Russian II	100%	SP-17	5	Gray	16	2	18	x
0040 Intermediate Russian II	100%	SP-18	5	Klimova	13	6	19	x
0090 Russian Fairy Tales	100%	F-16	3	Crane	350	--	350	x
0090 Russian Fairy Tales	100%	F-16	3	Crane	60	--	60	x
0090 Russian Fairy Tales	100%	SP-17	3	Robinson	75	--	75	x
0090 Russian Fairy Tales	100%	SP-17	3	Crane	350	--	350	x



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<b><u>Russian (RUSS), continued</u></b>								
0090 Russian Fairy Tales	100%	F-17	3	Crane	342	--	342	x
0090 Russian Fairy Tales	100%	F-17	3	Alpert	21	--	21	x
0090 Russian Fairy Tales	100%	SP-18	3	Crane	321	--	321	x
0090 Russian Fairy Tales	100%	SU-18	3	Kim				x
<b><i>TBD Russian Fairy Tales Language Trailer *</i></b>	100%	SP-19	1	Crane				x
0210 Beginning Intensive Russian	100%	SU-17	8	Kim	17	3	20	x
0210 Beginning Intensive Russian	100%	SU-18	8	Blackledge				x
0211 Beginning Intensive Russian Pitt/Moscow	100%	SU-17	10	Budenkova	1	2	3	x
0211 Beginning Intensive Russian Pitt/Moscow	100%	SU-18	10	Blackledge				x
0220 Intermediate Intensive Russian	100%	SU-17	8	Dudina	4	--	4	x
0220 Intermediate Intensive Russian	100%	SU-18	8	Budenkova				x
0221 Intermediate Intensive Russian Pitt/Moscow	100%	SU-17	10	Dudina	4	2	6	x
0221 Intermediate Intensive Russian Pitt/Moscow	100%	SU-18	10	Sattarova				x
0226 ROTC Intermediate Intensive Russian Abroad (Project GO)	100%	SU-17	8	Mukhortova	14	--	14	x
0226 ROTC Intermediate Intensive Russian Abroad (Project GO)	100%	SU-18	8	Lakhtikova				x
0230 Advanced Intensive Russian	100%	SU-17	8	Zinchenko	1	--	1	x
0230 Advanced Intensive Russian	100%	SU-18	8	Zinchenko				x
0231 Advanced Intensive Russian Pitt/Moscow	100%	SU-17	10	Zinchenko	7	3	10	x
0231 Advanced Intensive Russian Pitt/Moscow	100%	SU-18	10	Zinchenko				x
0236 ROTC Advanced Intensive Russian Abroad (Project GO Course)	100%	SU-17	8	Mukhortova	9	--	9	x
0236 ROTC Advanced Intensive Russian Abroad (Project GO Course)	100%	SU-18	8	Lakhtikova				x
0240 Fourth-Year Intensive Russian	100%	SU-17	8	Vasyanina	4	--	4	x
0240 Fourth-Year Intensive Russian	100%	SU-18	8	Dudina				x
0241 Fourth-Year Intensive Russian Pitt/Moscow	100%	SU-17	10	Vasyanina	1	1	2	x
0241 Fourth-Year Intensive Russian Pitt/Moscow	100%	SU-18	10	Dudina				x
0246 ROTC Fourth-Year Intensive Russian Abroad (Project GO)	100%	SU-17	8	Mukhortova	5	--	5	x
0246 ROTC Fourth-Year Intensive Russian Abroad (Project GO)	100%	SU-18	8	Lakhtikova				x
0325 Russian Short Story in Context (CL-ENGLIT)	100%	F-16	3	Basina	30	--	30	x
0325 Russian Short Story in Context (CL-ENGLIT)	100%	SP-17	3	Hwang	40	--	40	x
0325 Russian Short Story in Context (CL-ENGLIT)	100%	F-17	3	Robinson	11	--	11	x
0400 Advanced Russian I	100%	F-16	3	Manukyan	12	1	13	x
0400 Advanced Russian I	100%	F-17	3	Padunov	9	3	12	x
0410 Advanced Russian II	100%	SP-17	3	Padunov	10	1	11	x
0410 Advanced Russian II	100%	SP-18	3	Lin	9	2	11	x
0590 Formative Masterpieces: Russian 19 <sup>th</sup> Century Literature (CL-ENGLIT)	100%	F-16	3	Padunov	10	--	10	x

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<b><u>Russian (RUSS), continued</u></b>								
0590 Formative Masterpieces: Russian 19 <sup>th</sup> Century Literature (CL-ENGLIT)	100%	SP-17	3	Padunov	14	--	14	x
0590 Formative Masterpieces: Russian 19 <sup>th</sup> Century Literature (CL-ENGLIT)	100%	F-17	3	Padunov	7	--	7	x
0800 Masterpieces of 19 <sup>th</sup> Century Russian Literature	100%	F-16	3	Gray	54	--	54	x
0800 Masterpieces of 19 <sup>th</sup> Century Russian Literature	100%	SP-17	3	Platt	60	--	60	x
0800 Masterpieces of 19 <sup>th</sup> Century Russian Literature	100%	F-17	3	Budenkova	19	--	19	x
0800 Masterpieces of 19 <sup>th</sup> Century Russian Literature	100%	SP-18	3	Kim	16	--	16	x
0810 Masterpieces of 20 <sup>th</sup> Century Russian Literature	100%	SP-17	3	Manukyan	88	--	88	x
0810 Masterpieces of 20 <sup>th</sup> Century Russian Literature	100%	SP-18	3	Lin	16	--	16	x
0811 Madness & Madmen in Russian Culture	100%	F-16	3	Mockler	82	--	82	x
0811 Madness & Madmen in Russian Culture	100%	SP-17	3	Manukyan	26	--	26	x
0811 Madness & Madmen in Russian Culture	100%	F-17	3	Manukyan	39	--	39	x
0811 Madness & Madmen in Russian Culture	100%	S-18	3	Wright	31	--	31	x
0850 Early Russian Culture	100%	F-16	3	McCausland	19	--	19	x
0850 Early Russian Culture	100%	F-17	3	Shlikhar	26	--	26	x
0860 Modern Russian Culture	100%	SP-17	3	Ryabchikova	60	--	60	x
0860 Modern Russian Culture	100%	SP-18	3	Shlikhar	20	--	20	x
0870 History of Russian Film I	100%	F-16	3	Mukhortova	26	--	26	x
0870 History of Russian Film I	100%	F-17	3	Kim	18	--	18	x
0871 History of Russian Film II	100%	SP-18	3	Padunov	2	--	2	x
1066 Forbidden Love Page & Screen (Covers Russian literature)	75%	F-16	3	Hwang	32	--	32	x
1066 Forbidden Love Page & Screen	75%	SP-17	3	Seckler	14	--	14	x
1066 Forbidden Love Page & Screen	75%	F-17	3	Seckler	15	--	15	x
1066 Forbidden Love Page & Screen	75%	SP-18	3	Seckler	16	--	16	x
1210 Superior Individual in Literature and Philosophy	100%	F-16	3	Platt	24	--	24	x
<b>1307 Chekhov</b>	100%	SP-17	3	Crane	5	--	5	
1420 Fourth-Year Russian I (Contemporary Film)	100%	F-16	3	Padunov	11	--	11	x
1420 Fourth-Year Russian I (Russian through Global Debate)	100%	F-17	3	Furniss	9	3	12	x
1430 Fourth-Year Russian II (Russian Society)	100%	SP-17	3	Platt	9	--	9	x
1430 Fourth-Year Russian II (Russian Humor)	100%	SP-18	3	Klimova	10	2	12	x
1900 Russian Internship	100%	SP-17	3	Crane	1	--	1	x
1900 Russian Internship	100%	F-17	3	Crane	2	--	2	x
1901 Independent Study	100%	SP-17	3	McCausland	2	--	2	x
1903 Special Topics	100%	F-16	3	Platt	1	--	1	

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<b><u>Russian (RUSS), continued</u></b>								
<b><i>1903 Music and Literature</i></b>	100%	F-17	3	Lin	3	--	3	
2110 Intro to the Study of Literature (CL-GER, FR-ITAL) (Includes Russian literature)	25%	F-16	3	Reeser	--	1	1	x
2110 Intro to the Study of Literature (CL-GER, FR-ITAL)	25%	F-17	3	Doshi	--	2	2	x
<b><i>2464 PhD Book Production</i></b>	100%	SP-17	3	Condee	--	4	4	
<b><i>2464 Cultural Preservation and Change</i></b>	100%	F-17	3	Condee	--	2	2	
2464 Russian Film	100%	SP-18	3	Padunov	--	2	2	
<b><i>2473 Empire and Nation</i></b>	100%	F-16	3	Condee	--	6	6	
<b><i>2704 Soviet Literature 1917-1958</i></b>	100%	SP-18	3	Lin	--	3	3	
2600 Russian Poetry 19 <sup>th</sup> Century	100%	F-16	3	Platt	--	3	3	
3000 Research and Dissertation PhD	100%	SP-17	9	Condee	--	1	1	x
<b><u>Serbian/Croatian (SERCRO)</u></b>								
0010 Elementary Bosnian/Croatian/Serbian 1	100%	F-16	3	Duraskovic	6	2	8	x
0010 Elementary Bosnian/Croatian/Serbian 1	100%	F-17	3	Duraskovic	14	1	15	x
0020 Elementary Bosnian/Croatian/Serbian 2	100%	SP-17	4	Duraskovic	4	1	5	x
0020 Elementary Bosnian/Croatian/Serbian 2	100%	SP-18	4	Duraskovic	13	2	15	x
0030 Intermediate Bosnian/Croatian/Serbian 3	100%	F-16	3	Duraskovic	2	--	2	x
0030 Intermediate Bosnian/Croatian/Serbian 3	100%	F-17	3	Duraskovic	3	1	4	x
0040 Intermediate Bosnian/Croatian/Serbian 4	100%	SP-17	3	Duraskovic	5	1	6	x
0040 Intermediate Bosnian/Croatian/Serbian 4	100%	SP-18	3	Duraskovic	3	1	4	x
0210 Beginning Intensive Croatian (combined with SERCRO 0211)	100%	SU-17	6	Karabatic	3	--	3	x
0210 Beginning Intensive Croatian (combined with SERCRO 0211)	100%	SU-18	6	Karabatic				x
0211 Beginning Intensive Serbian (combined with SERCRO 0210)	100%	SU-18	6	Karabatic				x
0220 Intermediate Intensive Serbian (combined with SERCRO 0221)	100%	SU-17	6	Amidovic	--	5	5	x
0220 Intermediate Intensive Serbian (combined with SERCRO 0221) *	100%	SU-18	6	Amidovic				x
0221 Intermediate Intensive Croatian (combined with SERCRO 0220)*	100%	SU-18	6	Amidovic				x
0223 Intermediate Intensive Bosnian/Croatian/Serbian Pitt-Montenegro	100%	SU-18	10	Amidovic				x
0230 Advanced Intensive Bosnian/Croatian/Serbian	100%	SU-17	6	Duraskovic	1	3	4	x
0230 Advanced Intensive Bosnian/Croatian/Serbian	100%	SU-18	6	Duraskovic				x
0231 Advanced Intensive Bosnian/Croatian/Serbian Pitt-Montenegro	100%	SU-18	10	Duraskovic				x

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<b><u>Serbian/Croatian (SERCRO), continued</u></b>								
0400 Advanced Bosnian/Croatian/Serbian 5	100%	F-16	3	Duraskovic	2	2	4	x
0400 Advanced Bosnian/Croatian/Serbian 5	100%	F-17	3	Duraskovic	2	1	3	x
0410 Advanced Bosnian/Croatian/Serbian 6	100%	SP-17	3	Duraskovic	2	2	4	x
0410 Advanced Bosnian/Croatian/Serbian 6	100%	SP-18	3	Duraskovic	2	--	2	x
1901 Independent Study (Fourth-Year Bosnian/Croatian/Serbian)	100%	F-16	3	Duraskovic	--	1	1	x
<b><u>Slavic Languages &amp; Literatures (SLAV)</u></b>								
0210 Beginning Intensive Turkish	100%	SU-17	6	Sen	2	3	5	x
0210 Beginning Intensive Turkish	100%	SU-18	6	Lider				x
0212 Beginning Intensive Czech	100%	SU-17	6	Michalkova	2	1	3	x
0212 Beginning Intensive Czech	100%	SU-18	6	Michalkova				x
0202 Beginning Intensive Czech Pitt-Prague	100%	SU-17	10	Michalkova	1	--	1	x
0202 Beginning Intensive Czech Pitt-Prague	100%	SU-18	10	Michalkova				x
0222 Intermediate Intensive Czech in Prague	100%	SU-17	6	Pankova	1	2	3	x
0222 Intermediate Intensive Czech in Prague	100%	SU-18	6	Pankova				x
0232 Advanced Intensive Czech in Prague	100%	SU-17	6	Pankova	--	1	1	x
0660 Sci-Fi: East and West	75%	F-16	3	Alpert	71	--	71	x
0660 Sci-Fi: East and West	75%	F-16	3	Ryabchikova	49	--	49	x
0660 Sci-Fi: East and West	75%	F-16	3	Mockler	17	--	17	x
0660 Sci-Fi: East and West	75%	SP-17	3	Mockler	79	--	79	x
0660 Sci-Fi: East and West	75%	SP-17	3	Ryabchikova	78	--	78	x
0660 Sci-Fi: East and West	75%	SP-17	3	Alpert	19	--	19	x
0660 Sci-Fi: East and West	75%	F-17	3	Mockler	50	--	50	x
0660 Sci-Fi: East and West	75%	F-17	3	Mockler	106	--	106	x
0660 Sci-Fi: East and West	75%	SP-18	3	Klimova	62	--	62	x
0660 Sci-Fi: East and West	75%	SP-18	3	Alpert	19	--	19	x
0660 Sci-Fi: East and West	75%	SP-18	3	Budenkova	31	--	31	x
0880 Vampire: Blood and Empire	50%	SP-17	3	Reed	127	--	127	x
0880 Vampire: Blood and Empire	50%	F-16	3	Brady	96	--	96	x
0880 Vampire: Blood and Empire	50%	F-16	3	Mockler	83	--	83	x
0880 Vampire: Blood and Empire	50%	F-16	3	Alpert	18	--	18	x
0880 Vampire: Blood and Empire	50%	SP-17	3	Reed	24	1	25	x
0880 Vampire: Blood and Empire	50%	SP-17	3	Alpert	18	--	18	x
0880 Vampire: Blood and Empire	50%	F-17	3	Wisnosky	51	--	51	x

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<b><u>Slavic Languages &amp; Literatures (SLAV), continued</u></b>								
0880 Vampire: Blood and Empire	50%	F-17	3	Brady	66	--	66	x
0880 Vampire: Blood and Empire	50%	F-17	3	Alpert	20	--	20	x
0880 Vampire: Blood and Empire	50%	SP-18	3	Wisnosky	115	--	115	x
0880 Vampire: Blood and Empire	50%	SP-18	3	Wisnosky	17	--	17	x
0880 Vampire: Blood and Empire	50%	SP-18	3	Wisnosky	36	--	36	x
1050 Computational Methods in Humanities	25%	SP-17	3	Birnbaum	2	--	2	x
1050 Computational Methods in Humanities	25%	SP-18	3	Birnbaum	2	--	2	x
1225 Cross-Cultural Representations Prison 20 <sup>th</sup> Century	50%	F-16	3	Wright	24	--	24	x
1225 Cross-Cultural Representations Prison 20 <sup>th</sup> Century	50%	SP-17	3	Brady	1	--	1	x
1225 Cross-Cultural Representations Prison 20 <sup>th</sup> Century	50%	SP-17	3	Wright	25	--	25	x
1225 Cross-Cultural Representations Prison 20 <sup>th</sup> Century	50%	F-17	3	Wright	25	--	25	x
1225 Cross-Cultural Representations Prison 20 <sup>th</sup> Century	50%	SP-18	3	Wright	12	--	12	x
1720 Undergraduate Teaching	100%	F-16	1-3	Birnbaum	1	--	1	x
1720 Undergraduate Teaching	100%	SP-17	1-3	Birnbaum	2	--	2	x
1720 Undergraduate Teaching	100%	F-17	1-3	Birnbaum	3	--	3	x
1720 Undergraduate Teaching	100%	SP-18	1-3	Birnbaum	3	--	3	x
2902 Directed Study	100%	F-16	1-3	Condee	--	2	2	x
2902 Directed Study	100%	SP-17	1-3	Condee	--	4	4	x
3902 Directed Study	100%	F-16	1-3	Condee	--	3	3	x
<b><u>Slovak (SLOV)</u></b>								
0010 Elementary Slovak I	100%	F-16	4	Votruba	5	--	5	x
0010 Elementary Slovak I	100%	F-17	4	Votruba	7	--	7	x
0020 Elementary Slovak II	100%	SP-17	4	Votruba	3	--	3	x
0020 Elementary Slovak II	100%	SP-18	3	Votruba	1	--	1	x
0030 Intermediate Slovak III	100%	F-16	3	Votruba	2	--	2	x
0030 Intermediate Slovak III	100%	F-17	3	Votruba	3	--	3	x
0040 Intermediate Slovak IV	100%	SP-17	3	Votruba	2	---	2	x
0040 Intermediate Slovak IV	100%	SP-18	3	Votruba	2	--	2	x
0220 Intermediate Intensive Slovak	100%	SU-17	6	Stofova	--	2	2	x
0380 Slovak Transatlantic Cultures (CL-ENGLIT)	100%	F-17	3	Votruba	4	--	4	x
0400 Advanced Slovak I	100%	F-16	3	Votruba	2	--	2	x
0400 Advanced Slovak I	100%	F-17	3	Votruba	2	--	2	x
0410 Advanced Slovak II	100%	SP-17	3	Votruba	2	--	2	x
0410 Advanced Slovak II	100%	SP-18	3	Votruba	1	--	1	x

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<b><u>Slovak (SLOV), continued</u></b>								
0890 Slovak, Czech, & Central European Film	100%	SP-17	3	Votruba	22	--	22	x
0890 Slovak, Czech & Central European Film	100%	SP-18	3	Votruba	21	--	21	x
<b><u>Sociology (SOC)</u></b>								
<i>0333 Pitt in Greece: Ideologies and Social Change</i>	100%	SU-17	3	Epitropoulos	12	--	12	x
<i>1319 Global Diversity Program Abroad: Immigration in Europe</i>	50%	SP-17	3	Whitehead	15	--	15	x
1319 Immigration in the U.S. and Europe	25%	F-17	3	Moss	22	--	22	
<i>1319 Global Diversity Program Abroad: Immigration in Europe</i>	50%	SP-18	3	Whitehead	13	--	13	x
<i>1319 Global Diversity Program Abroad: Immigration in Europe</i>	50%	SP-18	3	Whitehead	8	--	8	x
<i>1437 Pitt in Greece: Community/Tourism Analysis</i>	100%	SU-17	3	Epitropoulos	12	--	12	x
2306 Sociology of Revolution (CL-HIST)	25%	F-17	3	Markoff	--	9	9	
<b><u>Turkish (TURKSH)</u></b>								
0101 Turkish I	100%	F-16	4	Lider	3	2	5	x
0101 Turkish I	100%	F-17	4	Lider	6	--	6	x
0102 Turkish II	100%	SP-17	4	Lider	2	2	4	x
0102 Turkish II	100%	SP-18	4	Lider	5	--	5	x
0103 Turkish III	100%	F-16	3	Lider	6	2	8	x
0103 Turkish III	100%	F-17	3	Lider	4	2	6	x
0104 Turkish IV	100%	SP-17	3	Lider	5	2	7	x
0104 Turkish IV	100%	SP-18	3	Lider	3	2	5	x
0105 Turkish V	100%	F-16	3	Lider	5	--	5	x
0105 Turkish V	100%	F-17	3	Lider	5	--	5	x
0106 Turkish VI	100%	SP-17	3	Lider	3	--	3	x
0106 Turkish VI	100%	SP-18	3	Lider	4	--	4	x
0107 Turkish VII	100%	F-17	3	Lider	2	--	2	x
0108 Turkish VIII	100%	SP-18	3	Lider	1	--	1	x
<i>1905 Undergraduate Teaching Assistant Turkish</i>	100%	SP-17	1-3	Lider	3	--	3	x
<i>1909 Turkish Culture and Society</i>	100%	SP-17	3	Lider	3	--	3	x
<i>1909 Turkish Culture and Society</i>	100%	SP-18	3	Lider	5	--	5	x
<b><u>Ukrainian (UKR)</u></b>								
0010 Elementary Ukrainian I	100%	F-16	4	Lernatovych	2	--	2	x
0010 Elementary Ukrainian I	100%	F-17	4	Lernatovych	2	1	3	x

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<b><u>Ukrainian (UKR), continued</u></b>								
0020 Elementary Ukrainian II	100%	SP-18	3	Lernatovych	2	--	2	x
0030 Intermediate Ukrainian I	100%	F-17	3	Lernatovych	1	--	1	x
0040 Intermediate Ukrainian II	100%	SP-17	3	Lernatovych	--	1	1	x
0040 Intermediate Ukrainian II	100%	SP-18	3	Lernatovych	1	--	1	x
<b>COLLEGE OF BUSINESS ADMINISTRATION (CBA)</b>								
<b><u>Business/Business Economics (BUS or BUSECN)</u></b>								
1508 Int'l Econ for Managers	25%	F-16	3	Blair	15	--	15	x
1508 Int'l Econ for Managers	25%	SP-17	3	Olson	26	--	26	x
1508 Int'l Econ for Managers	25%	F-17	3	Blair	16	--	16	x
1508 Int'l Econ for Managers	25%	SP-18	3	Olson	15	--	15	x
<i>1910 Pitt Business Internship for Credit Program in Prague</i>	100%	SU-17	6	Various	7	--	7	x
<i>1910 Pitt Business Internship for Credit Program in Prague</i>	100%	SU-18	6	Various				x
<b><u>KATZ GRADUATE SCHOOL OF BUSINESS (BUS or BECN)</u></b>								
2019 Economics for International Business	25%	F-16	3	Blair	--	12	12	x
2019 Economics for International Business	25%	SP-17	3	Olson	--	3	3	x
2019 Economics for International Business	25%	F-17	3	Blair	--	12	12	x
2019 Economics for International Business	25%	SP-18	3	Olson	--	3	3	x
<b>SCHOOL OF EDUCATION (EDUC)</b>								
<b><u>Administrative &amp; Policy Studies (ADMPS)</u></b>								
2106 International & Global Education	25%	F-16	3	Cozzolino	--	19	19	x
2106 International & Global Education	25%	F-16	3	Cozzolino	--	22	22	x
2106 International & Global Education	25%	F-17	3	Cozzolino	--	19	19	x
2106 International & Global Education	25%	F-17	3	McClure	--	18	18	x
3136 Comparative Higher Education	25%	F-16	3	Weidman	--	7	7	x
3301 Social Theories & Education in Global Context	25%	F-16	3	Weidman	--	3	3	x
3343 Comparative Education	25%	SP-17	3	Jacob	--	5	5	x
3343 Comparative Education	25%	SP-18	3	Jacob	--	6	6	x
3347 International Organization & Development of Education	25%	F-16	3	Jacob	--	2	2	x
<b>COLLEGE OF GENERAL STUDIES (CGS)</b>								
<b><u>Administration of Justice (ADMJ)</u></b>								
1234 Introduction to Cybercrime	25%	SP-17	3	Mancini	37	--	37	x
1234 Introduction to Cybercrime	25%	SP-17	3	Mancini	21	--	21	x

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<b><u>Administration of Justice (ADMJ), continued</u></b>								
1234 Introduction to Cybercrime	25%	SP-18	3	Yuhasz	29	--	29	x
1234 Introduction to Cybercrime	25%	SP-18	3	Green	21	--	21	x
1236 International Organized Crime	25%	F-16	3	McClusky	15	--	15	x
1236 International Organized Crime	25%	F-17	3	McClusky	13	--	13	x
<b><u>SCHOOL OF LAW (LAW)</u></b>								
5225 International Business Transactions	25%	SP-17	3	Brand	--	18	18	x
5225 International Business Transactions	25%	SP-18	3	Brand	--	19	19	x
5365 Intro to Russian & Uzbek Legal Systems	100%	SP-17	2	Stepanova-Sipper	--	11	11	x
5388 Intro to European Union Law	25%	F-16	2	Capeta	--	20	20	
<b><u>GRADUATE SCHOOL OF PUBLIC &amp; INTERNATIONAL AFFAIRS (PIA)</u></b>								
2021 Global Governance	25%	F-16	3	Wilf	--	38	38	x
2021 Global Governance	25%	F-16	3	Condra	--	45	45	x
<b>2096 Capstone Seminar: Diplomacy Lab - Tajikistan</b>	100%	F-16	3	Murtazashvili	--	6	6	
2301 International Political Economy	25%	F-16	3	Staniland	--	12	12	x
2301 International Political Economy	25%	F-17	3	Staniland	--	14	14	x
2303 Security & Intelligence Studies (CL-PS)	25%	F-16	3	Grauer	--	19	19	x
2303 Security & Intelligence Studies (CL-PS)	25%	F-17	3	Grauer	--	21	21	x
2305 Foreign Policy and Diplomacy	25%	SP-17	3	Skinner	--	21	21	x
2305 Foreign Policy and Diplomacy	25%	SP-18	3	Skinner	--	15	15	x
<b>2306 Competing Perspectives on Global Energy (CL-ARTSC)</b>	25%	SU-18	3	Rukhadze				
2319 International Trade	25%	F-16	3	Lewin	--	12	12	x
2319 International Trade	25%	F-17	3	Lewin	--	24	24	x
2323 Intelligence Perspectives on Cold War Era	50%	F-16	3	Hofmann	--	13	13	
2340 Space and National Security (Includes Russia and former USSR)	25%	SP-17	3	Morgan	--	9	9	x
2340 Space and National Security	25%	SP-18	3	Morgan	--	16	16	x
2355 WWII, Cold War & Impact on Developing Nations	25%	SU-17	3	Rizzi	--	16	16	x
2355 WWII, Cold War & Impact on Developing Nations	25%	SU-18	3	Rizzi				x
2363 International History	25%	F-16	3	Skinner	--	21	21	x
2363 International History	25%	F-16	3	Skinner	--	8	8	x
2363 International History	25%	SP-17	3	Skinner	--	12	12	x
2363 International History	25%	SP-17	3	Skinner	--	15	15	x
2363 International History	25%	F-17	3	Skinner	--	10	10	x
2363 International History	25%	F-17	3	Skinner	--	10	10	x



COURSE NUMBER & TITLE (CL = cross-listed)	% Area Content	Term	Credit Hours	Instructor	U.G.	Grad.	Total	Offer 18/19
<b><u>GRADUATE SCHOOL OF PUBLIC &amp; INTERNATIONAL AFFAIRS (PIA), continued</u></b>								
2363 International History	25%	SP-18	3	Skinner	--	10	10	x
2363 International History	25%	SP-18	3	Skinner	--	17	17	x
2365 Transnational Crime	25%	SP-18	3	Williams	--	18	18	
2366 International Organizations	25%	SP-17	3	Rizzi	--	17	17	x
2366 International Organizations	25%	SP-18	3	Rizzi	--	18	18	x
2379 Introduction to Cyber Crimes (CL-ADMJ)	25%	F-16	3	Mancini	--	11	11	x
2379 Introduction to Cyber Crimes (CL-ADMJ)	25%	F-17	3	Mancini	--	15	15	x
2387 NATO and Alliance Management	50%	F-16	3	Skinner	--	5	5	x
2387 NATO and Alliance Management	50%	F-17	3	Skinner	--	16	16	x
2389 Criminal Operations Cyberworld	25%	SP-17	3	Ziemniak	--	9	9	x
2551 Gender & Development (CL-PS)	25%	F-16	3	Finkel	--	18	18	x
2551 Gender & Development (CL-PS)	25%	F-17	3	Finkel	--	14	14	x
<b><u>STUDY ABROAD: ARTS &amp; SCIENCES (ARTSC)</u></b>								
(Indicates participation by University of Pittsburgh students in study abroad programs offered through external providers)								
1519 Study Abroad in Czech Republic	100%	F-16	1-15	Various	1	--	1	x
1519 Study Abroad in Czech Republic	100%	SU-17	1-15	Various	3	--	3	x
1533 Study Abroad in Greece	100%	SU-17	1-15	Various	1	--	1	x
1533 Study Abroad in Hungary	100%	SP-17	1-15	Various	1	--	1	x
1533 Study Abroad in Hungary	100%	SU-17	1-15	Various	1	--	1	x
1558 Study Abroad in Poland	100%	SU-17	1-15	Various	1	--	1	x
1562 Study Abroad in Russia	100%	SP-17	1-15	Various	1	--	1	x
1562 Study Abroad in Russia	100%	SU-17	1-15	Various	1	--	1	x
1598 Study Abroad in Kyrgyzstan	100%	F-16	1-15	Various	1	--	1	x
1624 Study Abroad in Croatia	100%	SP-17	1-18	Various	1	--	1	x
1634 Study Abroad in Azerbaijan	100%	F-16	1-15	Various	1	--	1	x
1665 Pitt in Prague (Literature in English Translation)	100%	SU-18	1-15	Various				x

**Appendix 1. Curriculum Vitae and Position Descriptions  
Center for Russian and East European Studies, University of Pittsburgh**

Project Director	Position		Page
Condee, Nancy	Director, Center for Russian and East European Studies; Professor and Co-Chair, Department of Slavic Languages and Literatures		1
REES Affiliated Faculty	Position	Department or School	Page
Armstrong, Drew	Associate Professor; Director of Architectural Studies	History of Art and Architecture	2
Bakic-Hayden, Milica	Senior Lecturer	Religious Studies	2
Batista, Viktoria	Instructor; Lecturer	Linguistics; German	3
Baylis, Elena	Associate Professor	Law	3
Berkowitz, Daniel	Professor	Economics	4
Birnbaum, David	Professor and Co-Chair	Slavic Languages and Literatures	4
Brady, Joel	Instructor	Slavic Languages and Literatures; Religious Studies	5
Brand, Ronald	Professor; Director of Center for International Legal Education	Law	5
Cabot, Heath	Assistant Professor	Anthropology	6
Chase, William	Professor	History	6
Colin, Amy	Associate Professor	German	7
Crane, Robert	Instructor	Slavic Languages and Literatures	7
Ding, Iza	Assistant Professor	Political Science	8
Dunn, William	Professor	Public & International Affairs	8
Duraskovic, Ljiljana	Lecturer	Slavic Languages and Literatures	9
Epitropoulos, Mike	Senior Lecturer	Sociology	9
Finkel, Muge	Assistant Professor	Public & International Affairs	10
Fossum, David	Postdoctoral Associate	Music; Humanities Center	10
Frank, Linda	Associate Professor; Director of Master of Public Health – Infectious Diseases and Microbiology Program	Public Health	11

Furniss, Edie	Lecturer and Director of Russian Language Program	Slavic Languages and Literatures	11
Ghaznavi, Shukuh	Instructor	Linguistics	12
Guillory, Sean	Instructor; REES Digital Scholarship Curator	History	12
Halle, Randall	Professor; Director of Film and Media Studies Program; Director of Critical European Culture Studies Program	German	13
Hammond, Leslie	Senior Lecturer	History	13
Hanks, Bryan	Associate Professor and Chair	Anthropology	14
Harbert, William	Professor	Geology and Planetary Sciences	14
Harper, Paul	Clinical Assistant Professor	Business Administration	15
Hayden, Robert	Professor	Anthropology; Law; Public & International Affairs	15
Helbig, Adriana	Associate Professor; Director of Carpathian Music Ensemble; Assistant Dean of Humanities & Academic Integrity	Music	16
Johnson, Colin	Postdoctoral Fellow	Political Science; Center for Russian and East European Studies	16
Karioris, Frank	Visiting Lecturer	Gender, Sexuality & Women's Studies Program	17
Klimova, Olga	Visiting Lecturer	Slavic Languages and Literatures	17
Kranson, Rachel	Associate Professor	Religious Studies	18
Kuchinskaya, Olga	Associate Professor	Communication	18
Lernatovych, Oksana	Instructor	Slavic Languages and Literatures	19
Lider, Ilknur	Instructor	Linguistics	19
Lin, Tony	Visiting Lecturer	Slavic Languages and Literatures	20
Linden, Ronald	Professor	Political Science	20
Livezeanu, Irina	Associate Professor	History	21

Lovorn, Michael	Assistant Professor	Instruction and Learning	21
Lukacs, Gabriella	Associate Professor	Anthropology	22
Maksymenko, Svitlana	Senior Lecturer	Economics	22
Manukyan, Kathleen	Instructor	Slavic Languages and Literatures	23
Markoff, John	Distinguished Professor	Sociology; Political Science; History	23
Matza, Tomas	Assistant Professor	Anthropology	24
McCloskey, Barbara	Professor and Chair; Director of University Art Gallery	History of Art and Architecture	24
Miller, David	Professor	Public & International Affairs	25
Murtazashvili, Ilia	Associate Professor	Public & International Affairs	25
Murtazashvili, Jennifer	Associate Professor; Director, International Development Program	Public & International Affairs	26
Musekamp, Jan	DAAD Visiting Assistant Professor	History	26
Mylovanov, Tymofiy	Associate Professor	Economics	27
Olson, Josephine	Professor	Business Administration	27
Padunov, Vladimir	Associate Professor	Slavic Languages and Literatures	28
Papanastasiou, Areti	Instructor	Linguistics	28
Peters, B. Guy	Professor	Political Science	29
Picard, Louis	Professor; Director of African Studies Program	Public & International Affairs	29
Pickett, James	Assistant Professor	History	30
Reid, Patryk	Postdoctoral Fellow	History; REES	30
Robinson, Sabrina	Instructor	Slavic Languages and Literatures	31
Rukhadze, Vasili	Visiting Lecturer	Political Science	31
Schebetta, Dennis	Assistant Professor	Theatre Arts	32
Shear, Adam	Associate Professor	Religious Studies	32
Skinner, Charles	Adjunct Professor	Public & International Affairs	33
Smith, Scott	Lecturer	History	33
Stepanova-Sipper, Natalya	Adjunct Professor	Law	34
Swan, Oscar	Professor; Academic Director of Slavic, East European, and Near Eastern Summer Language Institute	Slavic Languages and Literatures	34

Thum, Gregor	Associate Professor	History	35
Vidic, Radisav	Professor and Chair	Civil and Environmental Engineering	35
Votruba, Martin	Senior Lecturer	Slavic Languages and Literatures	36
Weiss, Martin	Professor, Interim Chair, and Associate Dean	School of Computing and Information	36
Wezel, Katja	DAAD Visiting Assistant Professor	History	37
Williams, Phil	Professor; Director of Matthew B. Ridgway Center for International Security Studies	Public & International Affairs	37
Wisnosky, Marc	Instructor	Slavic Languages and Literatures	38
Wright, J.D.	Visiting Lecturer	Slavic Languages and Literatures	38
<b>Library Staff</b>	<b>Position</b>	<b>Department or School</b>	<b>Page</b>
Carter, Brenda	Slavic Languages Catalogue Librarian	University Library System	39
Lowery, Michael	Slavic Cataloging Associate	University Library System	39
Pennell, Daniel	Curator for Slavic, European, and Global Studies	University Library System	40
<b>Center for Russian and East European Studies Staff</b>	<b>Position</b>	<b>Department or School</b>	<b>Page</b>
Magdó, Zsuzsánna	Acting Associate Director and Outreach Coordinator	Center for Russian and East European Studies	41
Behrendt, Andrew	Academic Advisor	Center for Russian and East European Studies	42
Guillory, Sean	Digital Scholarship Curator	Center for Russian and East European Studies	42
McGough, Tricia	Publications Designer and Communications Assistant	Center for Russian and East European Studies	43
Peirce, Gina	Assistant Director for Grants and Assessment	Center for Russian and East European Studies	43

Walmsley, Kiersten	Administrative and Program Assistant	Center for Russian and East European Studies	44
<b>Project Evaluation Consultant</b>	<b>Position</b>		<b>Page</b>
Riecks, Martha	Principal, Martha Riecks Consulting		45
<b>Descriptions of Prospective NRC-Funded Positions</b>			46-47

**Key to language proficiency levels in personnel profiles**

- 1) No practical usable proficiency.
- 2) Ability to read simple prose with difficulty, follow simple conversation, and use the language to get around, but not as a means of exchanging ideas.
- 3) Ability to read non-technical materials and technical writing in one's field, to understand ordinary native speech, and to carry on an exchange of ideas, though haltingly.
- 4) Fluency, accuracy, and range adequate for all normal professional and social situations.
- 5) Fluency, accuracy, and range of an educated native user of the language.

<b>CONDEE, NANCY</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Director, Center for Russian and East European Studies; Professor and Co-Chair, Department of Slavic Languages and Literatures	<b>Languages:</b> Russian (5), German (3), French (3), Spanish (2)
Ph.D., Yale University, 1979 M.Phil., Yale University, 1974 M.A., Brown University, 1973	<b>Overseas Experience:</b> Russia, Germany, U.K., France, Netherlands, Argentina, Australia, Italy, Belarus
	<b>Graduate Advisor:</b> 28 dissertations

**Areas of Specialization:** Contemporary Russian cinema, contemporary Russian culture, empire theory, postcolonial theory, globalization theory

**Sample of Courses Recently Taught:** Empire and Nation, Special Topics: Ph.D. Book Production, Cultural Preservation and Change

### **Previous Academic and Administrative Appointments**

Director, Global Studies Center, University of Pittsburgh, 2011-2017

Academic Director, Pitt Multi-Region Academic Program, University of Pittsburgh 2008-2017

Yegor Gaidar Fellow, School of Public Policy, Russian Presidential Academy of the National Economy (RANEPA, Moscow), 2015-2016

Chair, Board of Directors, National Council for Eurasian and East European Research, 2001-2006

Director, Program for Cultural Studies, University of Pittsburgh, 1995-2006

Senior Associate Member and Visiting Fellow, Oxford University (St. Antony's), 2004

Associate Professor of Russian, Wheaton College (MA), 1987-1989

Chair, Russian Department, Wheaton College (MA), 1986-1989

Assistant Professor of Russian, Wheaton College (MA), 1980-1987

Guest Lecturer, Soviet Literature, Gor'kii Institute of World Literature (Academy of Sciences, USSR), 1982

Guest Professor, Foreign Language Institute, Wilhelm-Pieck Universität (East Germany), 1981-82

### **Selected Publications**

"Knowledge (Imperfective): Andrei Zviagintsev and Contemporary Cinema." *Companion to Russian Cinema*. Ed. Birgit Beumers. Oxford: Blackwell-Wiley, 2016. 565-84.

"Balaclavas and Incense: Remarks on Russian Cultural Politics." *Boundary 2*, 2016.

"A Return to the Museum: Sokurov's Hermitage (Russian Ark, 2002)." Special 50th Anniversary Issue of *KinoKultura* 50, October 2015.

"Cold Snap (Part I & II): Russian Film after Leviathan." *All the Russias*. Jordan Center for the Advanced Study of Russia (New York University), 2015.

"The Russian Pavilion at Cannes 2015: Film Politics after *Leviathan*." *KinoKultura* 49, 2015.

"Небо. Самолет. Девушка [Sky. Plane. Girl]." Essay on Vera Storozheva, dir. *Directory of World Cinema: Russia*. Vol 2. Ed. Birgit Beumers. Bristol: Intellect, 2015. 191-92.

"History in a Time of Premeditated Amnesia: The 25th Kinotavr Open Russian Film Festival." *KinoKultura* 46, October 2014.

*Russians Abroad: Literary and Cultural Politics of Diaspora (1919-1939)*. Editor with Katerina Clark, Dan Slobin, and Mark Slobin. Boston: Academic Studies Press, 2013.

"Kira Muratova, Tuner." *The Russian Cinema Reader, Volume Two: From the Thaw to the Present*. Ed. Rimgaila Salys. Boston: Academic Studies Press, 2013. 313-23.

"Kinotavr 2013 (and Three Afterthoughts): Current Russian Cinema." *KinoKultura* 42, 2013.

<b>ARMSTRONG, DREW</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Associate Professor, Department of History of Art and Architecture; Director of Architectural Studies	<b>Languages:</b> French (5), German (2), Italian (2)
Ph.D., Columbia University, 2003 M.A., University of Toronto, 1994	<b>Overseas Experience:</b> France, U.K, Austria, Croatia, Czech Republic, Italy
	<b>Graduate Advisor:</b> Seven dissertations

**Areas of Specialization:** History of European art, architecture and visual culture in 15th-20th centuries

**Sample of Courses Recently Taught:** Architecture: Texts and Theory, 18<sup>th</sup> Century Architecture, Modern Architecture, Architecture and the City in Central Europe (study abroad course)

#### Selected Publications

“A Globalized French Mediterranean.” *The Routledge Handbook of Globalization and Archaeology*. Ed. Miguel John Versluys. London: Routledge, 2017.

“French Architectural Thought and the Idea of Greece.” *A Companion to Greek Architecture*. Ed. Margaret M. Miles. London: Blackwells, 2016.

#### REES-Related Academic Experience

Developed summer study abroad program in Croatia, Slovenia, Czech Republic, and Austria.

Conference speaker, “1700: Recasting Mediterranean Fragments in Global Context.” Panel:

Representing the Fragment in the Eighteenth Century, 47th annual meeting of the American Society for Eighteenth Century Studies [ASECS], Pittsburgh (April 1, 2016).

<b>BAKIC-HAYDEN, MILICA</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Senior Lecturer, Department of Religious Studies	<b>Languages:</b> Bosnian/Croatian/Serbian (5), Russian (2), French (4), Hindi (2), Sanskrit (4)
Ph.D., University of Chicago, 1997 M.A., University of Belgrade, 1980	<b>Overseas Experience:</b> India, Serbia, Bosnia, Croatia, Greece, Turkey
	<b>Graduate Advisor:</b> Three dissertations

**Areas of Specialization:** Religion in Southeastern Europe (Balkans) and South Asia

**Sample of Courses Recently Taught:** Orthodox Christianity, Saints East and West, Mysticism East and East, Religion in Asia, History of Christian-Muslim Relations

#### Selected Publications

“The Cross at the Crossroads: The Feast of Slava between Faith and Customs.” *Everyday Life in the Balkans*. Ed. David Montgomery. Bloomington, IN: Indiana University Press, forthcoming July/August 2018.

“Religija i religijski autoritet u doba sekularizma i globalizacije: neke implikacija za Balkan.” *Religija, religioznost i savremena kultura*. Collected Volume (no 30). Ed. Aleksandra Pavičević. Belgrade: Institute of Ethnography, SASA, 2014. 19-37.

“Empires Are Us: Identifying with Differences.” *Images of Imperial Legacy: Modern Discourses on the Social and Cultural Impact of Ottoman and Habsburg Rule in Southeast Europe*. Eds. Tea Sindbeak and Maximilian Hartmuth. Berlin: LIT Verlag, 2011.



<b>BATISTA, VIKTORIA</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Instructor, Department of Linguistics; Lecturer, Department of German	<b>Languages:</b> Hungarian (5), German (5), French (3), Italian (2), Spanish (2)
Ph.D., University of Kansas, 2010 M.A., University of Debrecen, 2003	<b>Overseas Experience:</b> Germany, Hungary

**Areas of Specialization:** Second language acquisition; German and Hungarian languages; Indo-European and Russian folktales; Germanic myths, legends, and sagas

**Sample of Courses Recently Taught:** Elementary Hungarian, Intermediate Hungarian, Indo-European Folktales, Elementary German, Intermediate German, Russian Fairy Tales

#### **REES-Related Academic Experience**

Invited speaker, “A Practical Approach for Teaching Highly Advanced Learners and Heritage Speakers.” *Practical Approaches to Teaching Foreign Languages*. Rocky Mountain Modern Language Association. Vancouver, WA, October 2013.

Reviewer for *Foreign Language Annals* (published by ACTFL), 2008-2013.

<b>BAYLIS, ELENA</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Associate Professor, School of Law	<b>Language:</b> French (2), Russian (2)
J.D., Yale Law School, 1998	<b>Overseas Experience:</b> Kosovo, Democratic Republic of Congo, Sierra Leone, Ethiopia

**Areas of Specialization:** Post-conflict justice, transitional justice, international rule of law, global health, law and policy

**Sample of Courses Recently Taught:** Conflict of Laws, Law-Making Seminar, Policy Colloquium

#### **Selected Publications**

“Transitional Justice and Development Aid to Fragile and Conflict-Affected States.” *Justice Mosaics: How Context Shapes Transitional Justice in Fractured Societies*. Eds. R. Duthie, P. Seils. ICTJ, 2017.

“Transitional Justice and Development Aid.” *International Center for Transitional Justice: Justice in Context*. 2016.

“The Persuasive Authority of Internationalized Criminal Tribunals.” *American University International Law Review*. 2016.

“What Internationals Know: Improving the Effectiveness of Post-Conflict Justice Initiatives.” *14 Washington University Global Studies Law Review*. 2015. 243.

#### **REES-Related Academic Experience**

Invited participant, Hybrid Justice workshop, London School of Economics Centre for Human Rights (March 2017).

Consultant, International Center for Transitional Justice (2015-2016).

U.S. Institute of Peace, Annual Grant to support research on post-conflict justice (2009-2011).

<b>BERKOWITZ, DANIEL</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Professor, Department of Economics	<b>Languages:</b> Russian (3)
Ph.D., Columbia University, 1988 M.A., Yale University, 1984	<b>Overseas Experience:</b> Russia, China, Hong Kong
	<b>Graduate Advisor:</b> One dissertation

**Areas of Specialization:** Institutional economics, development, law and finance

**Sample of Courses Recently Taught:** Comparative Institutions, Pro-seminar on Institutions and Growth, Development Institutions

#### **Selected Publications**

With Chen Lin and Yue Ma. "Do Property Rights Matter? Evidence from a Property Law Enactment." *Journal of Financial Economics* 116, 2015.

With David DeJong. "Growth in Post-Soviet Russia: A Tale of Two Transitions." *Journal of Economic Behavior and Organization* 79, 2011. 133-43.

#### **REES-Related Academic Experience**

Incoming President, Association for Comparative Economics Studies, 2018.

<b>BIRNBAUM, DAVID</b>	<b>Percentage of Time in Russian and East European Studies: 100%</b>
Professor and Co-Chair, Department of Slavic Languages and Literatures	<b>Languages:</b> Russian (4), Bulgarian (3), Bosnian/Croatian/Serbian (3), Ukrainian (3), Polish (3)
Ph.D., Harvard University, 1988 M.A., Harvard University, 1980 M.A., Ohio State University, 1978	<b>Overseas Experience:</b> Bulgaria, Russia
	<b>Graduate Advisor:</b> 13 dissertations

**Areas of Specialization:** Medieval Slavic manuscripts, Russian linguistics and language pedagogy

**Sample of Courses Recently Taught:** Comparative Slavic Linguistics, Literature and Culture of Medieval Rus'

#### **Selected Publications**

With Lara Sels. "Editing the Bdiniski sbornik as a multilayered reality." *Hagioslavica. Issues and approaches in the study of the Stanislav Reading Menaion*. Ed. Diana Atanasova. Sofia: Kliment Oxridski University, 2015 (appeared in May 2016). 184–99.

With Zoe Borovsky, James Danowski, and Cynthia Vakareliyska. "Orthodox saints as Facebook friends: Social networking and medieval manuscripts." *Philology broad and deep*. Bloomington: Slavica, 2014. 7-22.

#### **REES-Related Academic Experience**

With Elise Thorsen. "The quantification of Russian rhyme." Panel on computational poetics: Digital approaches to the analysis of rhyme, meter, and text length, ASEEES annual meeting, Washington, DC, November 17–20, 2016.

"Computational digital humanities and Slavic studies." Digital Humanities and Russian and East European Studies symposium, Yale University, November 12, 2016.

AATSEEL national award for Excellence in Teaching at the Post-Secondary Level (2013).

Pythagoras Prize from the Bulgarian Ministry of Education for "Repertorium Workstation" project.

<b>BRADY, JOEL</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Instructor, Department of Slavic Languages and Literatures, Department of Religious Studies	<b>Languages:</b> Ukrainian (3), Polish (3), Russian (3), Rusyn (3), French (3)
Ph.D., University of Pittsburgh, 2012 M.A., Gordon-Conwell Theological Seminary, 2005	<b>Overseas Experience:</b> Ukraine, Poland

**Areas of Specialization:** Migration and labor history, history of Christianity, religion and race/ethnicity/nationhood, East European history

**Sample of Courses Recently Taught:** Cross-Cultural Representations of Prison: 20<sup>th</sup> Century, Madness and Madmen in Russian Culture, East European Civilization, Orthodox Christianity

#### Selected Publications

With Edin Hajdarpasic. "Religion & Ethnicity: Conflicting and Converging Identities." *The Routledge History of East Central Europe since 1700*. 2017.

"East European Assimilation and (Re)Integration: The Interwar Legacies of Transatlantic Migration and 'Russian' Orthodox Conversion (1918-1939)." *Canadian Slavonic Papers* 57, no. 1-2, 2015.

"Becoming What We Always Were: 'Conversion' of U.S. Greek Catholics to Russian Orthodoxy, 1890-1914." *U.S. Catholic Historian* 32, no. 1, Winter 2014. 23-48.

<b>BRAND, RONALD</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Nordenberg University Professor of Law; Director, Center for International Legal Education	<b>Overseas Experience:</b> Belgium, Germany, Italy, Serbia, Kosovo, Ukraine, Bahrain, Oman, UAE, Croatia, Kenya, Israel/Palestine, Qatar, Bosnia and Herzegovina, Netherlands,
J.D., Cornell Law School, 1977	<b>Languages:</b> German (2)
	<b>Graduate Advisor:</b> 8 dissertations

**Areas of Specialization:** Global harmonization of private international law, international dispute settlement, rule of law programs

**Sample of Courses Recently Taught:** International Business Transactions, International Commercial Arbitration, Private International Law, Transnational Litigation

#### Selected Publications

"State Recognition, Private International Law, and Kosovo." *Annals of the University of Zenica Law Faculty: Review of Central and East European Law*. Forthcoming, 2018.

"The Evolving Private International Law/Substantive Law Overlap in the European Union." *Festschrift Fur Ulrich Magnus Zum 70*. Eds. Peter Mankowski and Wolfgang Wurmnest. Sellier European Law Publishers, 2014. Geburtstag, 371-384.

"Special Report: Kosovo After the ICJ Opinion, Introduction." *74 University of Pittsburgh Law Review*. 2013. 593-597.

#### REES-Related Academic Experience

Invited lecturer, "Private International Law in the United States and the European Union," University of Sarajevo Faculty of Law, Bosnia and Herzegovina, October 2015.

<b>CABOT, HEATH</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Assistant Professor, Department of Anthropology	<b>Languages:</b> Greek (5), Italian (4)
Ph.D., University of California, Santa Cruz, 2010 M.A., University of California, Santa Cruz, 2005	<b>Overseas Experience:</b> Greece, Italy, Belgium, Spain

**Areas of Specialization:** Asylum, migration, human rights, healthcare, social movements, Greece  
**Sample of Courses Recently Taught:** Migration and Displacement

### Selected Publications

- “The ‘Good’ Police Officer: Intimate Encounters with the State in Greece.” *The Anthropology of Police*. Eds. William Garriott and Kevin Karpiak. New York: Routledge. In press, July 2018.
- “The Twilight Zone: Shifting Terrains of Asylum in Greece in the Age of Security and Austerity.” *Living Under Austerity: Greek Society in Crisis*. Eds. Evdoxios Doxiadis and Aimee Placas. London: Berghahn. In press, July 2018.
- “‘She Goes with the Refugees:’ Desire and Knowledge at an Athenian NGO.” *Ethnographic Encounters*. Eds. Richard Martinez and Dieter Haller. London: Bloomsbury. In press, November 2018.

<b>CHASE, WILLIAM</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Professor, Department of History	<b>Languages:</b> Russian (3), Spanish (4), French (3)
Ph.D., Boston College, 1979 M.A., Boston College, 1974	<b>Overseas Experience:</b> Russia, Spain, Mexico, Turkey
	<b>Graduate Advisor:</b> 11 dissertations

**Areas of Specialization:** International communist movements in USSR, Spain, Mexico, and U.S.; international urban design in history; comparative social and political repression  
**Sample of Courses Recently Taught:** Soviet Russia (1917-1991), History of Russian Revolution, Comparative Witch Hunts, USSR under Stalin, Cities in Historical Perspective

### Selected Publications

- “Scapegoating One’s Comrades in the USSR, 1934-1937.” *Russian History* 38, no. 1. 2011. 21-39.
- “The Socialist Experiment.” *A Companion to European History, 1900-1945*. Ed. Gordon Martel. Blackwell, 2006, 2010. 292-308.

### REES-Related Academic Experience

Co-editor, *The Carl Beck Papers in Russian and East European Studies*, 1982-present.  
Editorial board member, *Russkoe proshloe*, St. Petersburg, Russia, 1991-present; *Annals of Communism Series*, Yale University Press, 1993-present; *International Journal of Russian Studies*, 2006-present (online journal).

<b>COLIN, AMY</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Associate Professor, Department of German	<b>Languages:</b> German (5), Romanian (2), French (3), Italian (2), Latin (2)
Ph.D., Yale University, 1982 M.A., Yale University, 1980	<b>Graduate Advisor:</b> Two dissertations

**Areas of Specialization:** Theories of comparative literature and cultural studies; gender studies in European literature from late 19th century to World War II

**Sample of Courses Recently Taught:** Money, Beauty, and Seduction: Psychograph of a Century in European Culture; From Threshold to Threshold: Europe 1900-2000; Lyric Poetry from European Symbolism to Contemporary Language Experiments; German-Jewish Women Writers from Henriette Herz and Rahel Varnhagen to Rose Ausländer and Hilde Domin

#### Selected Publications

With Edith Silbermann. *Czernowitz - Stadt der Dichter: Geschichte einer jüdischen Familie aus der Bukowina (1900-1948)*. Editor and contributing author, Munich: W. Fink Verlag, 2015.  
With Edith Silbermann. *Czernowitz-Stadt der Dichter*. Editor. Munich: W. Fink Verlag, 2013.  
*Forms and Dynamics of Exclusion*. Editor. Lugano: Humanities for Human Rights Series, Institute for Coexistence Studies and Intercultural Mediation, 2013.

<b>CRANE, ROBERT</b>	<b>Percentage of Time in Russian and East European Studies: 100%</b>
Instructor, Department of Slavic Languages and Literatures	<b>Languages:</b> Russian (4), Ukrainian (3)
Ph.D., University of Pittsburgh, 2013 M.A., University of Pittsburgh, 2005	<b>Overseas Experience:</b> Russia, Ukraine

**Areas of Specialization:** Russian, Soviet, and Ukrainian theatre and cinema; Georgian silent cinema; national and imperial cultures; theatre and geography

**Sample of Courses Recently Taught:** Russian Fairy Tales, Chekhov, Elementary Russian

#### Selected Publications

“Eccentrism, Theatricality and the Grotesque.” *Kinosaurus*. Eds. Nancy Condee, Aleksandr Prokhorov, and Elena Prokhorova. New York: Academic Studies Press. Commissioned, forthcoming.  
With Laurence Senelick and Sergei Ostrovsky. “The Soviet Theatre: A Documentary History.” Book Review. *Theatre Journal* 67, no. 4. Dec. 2015.  
“Khusein Erkenov’s *Ordered to Forget*.” Film Review. *KinoKultura* 49. July 2015.  
“*Bankrupt, The Blue Shawl, and Mullah* at the Galiäsgar Kamal Tatar National Academic Theatre, Kazan’.” Performance Review. *Theatre Journal* 67, no. 1. March 2015. 109-113.  
“The Performance Historian as Cold Case Detective: Reopening Nikolai L’vov’s Investigation of the Blue Blouse Movement.” *Performing Arts Resources* 28: *A Tyranny of Documents: The Performance Historian as Film Noir Detective*. Ed. Stephen Johnson. 2011. 225-232.

<b>DING, IZA</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Assistant Professor, Department of Political Science	<b>Languages:</b> Chinese (5), Polish (4), Vietnamese (2)
Ph.D., Harvard University, 2016	<b>Overseas Experience:</b> China, Poland, Hungary, Vietnam

**Areas of Specialization:** Global and local environmental governance, political economy of development, politics and economy of China, politics of Central and Eastern Europe, social movements, mixed methods

**Sample of Courses Recently Taught:** Authoritarian Statecraft and the Arts of Resistance, Government and Politics in Contemporary China

#### **Selected Publications**

“‘Right Choice’: Restorative Nationalism and Right-wing Populism in Central and Eastern Europe.” *Chinese Political Science Review* 2. 2017. 427-444.

#### **REES-Related Academic Experience**

Best Dissertation Award, Section on Urban and Local Politics, APSA, 2017.

<b>DUNN, WILLIAM</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Professor, Graduate School of Public and International Affairs	<b>Languages:</b> Macedonian (4), Bosnian/Croatian/Serbian (4), Russian (3), French (2)
Ph.D., Claremont Graduate School, 1969 M.A., Claremont Graduate School, 1966	<b>Overseas Experience:</b> Macedonia, Estonia, Netherlands, Slovakia, Italy, South Korea, Taiwan, Lithuania, Russia

**Areas of Specialization:** Evidence-based policy analysis, program evaluation, research methods and statistics, philosophy of social and policy sciences

**Sample of Courses Recently Taught:** Public Policy Analysis, Public Program Evaluation, Advanced Methods of Intelligence Analysis, Research Design for Quantitative and Mixed-Methods Research, Methodology and Epistemology of the Policy Sciences

#### **Selected Publications**

“Public Policy Analysis: An Integrated Approach.” 6th Ed. New York and London: Routledge Academic Publishers, 2018. Published September 2017.

“The Policymaking Process: Lasswell’s Unfinished Revolution.” *Handbook of Public Policy Analysis*. Eds. Hoppe and Colebatch. New York: Edward Elgar, 2017.

With D.Y. Miller, S. Chandra, J. Saslawski, and V. Kreci. “Contextualization and Self-Sufficiency in International Education: The Macedonia Graduate Center for Public Policy and Management.” *The Road to Bologna: Schools of Public Administration and Policy in Central and Eastern Europe*. Bratislava: NISPAcee, 2008.

#### **REES-Related Academic Experience**

Founder and Co-Director, Center for Public Policy and Management, University of Pittsburgh in Macedonia, 2001-2008.

<b>DURASKOVIC, LJILJANA</b>	<b>Percentage of Time in Russian and East European Studies: 100%</b>
Lecturer, Department of Slavic Languages and Literatures	<b>Languages:</b> Bosnian/Croatian/Serbian (5), Russian (5), Czech (2), Bulgarian (2)
Ph.D., Ohio State University, 2012 M.A., University of Montenegro, 2002	<b>Overseas Experience:</b> Montenegro, Serbia, Russia, Poland

**Areas of Specialization:** Slavic linguistics, historical linguistics, contemporary Russian and Bosnian/Croatian/Serbian, language teaching pedagogy, language testing

**Sample of Courses Recently Taught:** Elementary, Intermediate, and Advanced Bosnian/Croatian/Serbian; Intermediate and Advanced Russian

#### **Selected Publications**

Book review: Nessel Tore, *How Russian Came to Be the Way It Is: A Student Guide to the History of the Russian Language*. Bloomington: Slavica, 2017.

With Susic, A., Liter, K., and Gelardi, S. "A Sign From God by Mirjana Buljan." Translation from Croatian into English. CFU Zajednicar: Pittsburgh, 2013.

#### **REES-Related Academic Experience**

East European Program Director for Slavic, East European, & Near Eastern Summer Language Institute and Department of Slavic Languages & Literatures.

Resident Director, University of Pittsburgh Summer Language Institute program in Montenegro.

Test reviewer at Defense Language Institute, Monterey, CA, 2011-present.

Certified ILR Oral Proficiency Interview (OPI) Tester, American Council on the Teaching of Foreign Languages, 2008–present.

<b>EPITROPOULOS, MIKE</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Senior Lecturer, Department of Sociology	<b>Languages:</b> Greek (3), Spanish (2)
Ph.D., University of Pittsburgh, 1999 MPIA, University of Pittsburgh, 1991	<b>Overseas Experience:</b> Greece, Cyprus

**Areas of Specialization:** Sociology of development, political economy, political ecology, state theory, social movements, globalization

**Sample of Courses Recently Taught:** Sociology of Everyday Life, Peace Movements and Peace Education, Contentious Politics, Wealth and Power, Political Sociology, Environmental Sociology, Pitt in Greece: Community/Tourism Analysis, Ideologies and Social Change

#### **Selected Publications**

"The Impact of the Global Capitalist Crisis on Europe, With Focus on Greece." *Beyond the Global Capitalist Crisis: The World Economy in Transition*. Ed. Berch Berberoglu. Surrey, UK: Ashgate Publishing. Chapter 5. 2011.

"Greece as a Demonstration Project." *Current Economic Issues*, 14<sup>th</sup> Edition. Ed. James Cypher, Smriti Rao, and Chris Sturr. Boston, MA: Economic Affairs Bureau. 2010.

#### **REES-Related Academic Experience**

Faculty Director, "Pitt in Greece" and "Pitt in Cyprus" study abroad programs.

<b>FINKEL, MUGE</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Assistant Professor, Graduate School of Public and International Affairs	<b>Languages:</b> Turkish (5), Japanese (3), German (3), French (2)
Ph.D., University of Virginia, 2002 M.A., International University of Japan, 1996	<b>Overseas Experience:</b> Turkey, Japan

**Areas of Specialization:** Comparative social policy, poverty and economic development, gender and development

**Sample of Courses Recently Taught:** Comparative Social Policies, International Development, Poverty and Human Development, Gender Politics, Global Governance

#### **Selected Publications**

With Hulya Oztop. "A Gendered Perspective on Social Policies in Turkey: What Do Women Think?" *Journal of Education & Social Policy* 2. 2015.

#### **REES-Related Academic Experience**

Co-Founder and Co-Director, Gender Inequality Research Lab, University of Pittsburgh,  
[www.girl.pitt.edu](http://www.girl.pitt.edu).

"Women's Rights in the Center of Turkish Politics." Paper presented at Hacettepe University, Ankara, Turkey, 2011.

Attended 2011 Global Summit of Women, "Women Bridging Solutions to the 21st Century," Istanbul, Turkey, May 2011.

<b>FOSSUM, DAVID</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Postdoctoral Associate, Department of Music, Humanities Center	<b>Languages:</b> Turkish (4), German (4), Turkmen (4), Russian (3)
Ph.D., Brown University, 2017 M.A., Wesleyan University, 2010	<b>Overseas Experience:</b> Turkey, Turkmenistan

**Areas of Specialization:** Middle Eastern and Central Asian music, intellectual property, creativity, folk music, music analysis

**Sample of Courses Recently Taught:** Music in the Middle East, Introduction to World Music

#### **Selected Publications**

"Principles of Transmission and Collective Composition in Turkmen Dutar Performance."  
*Analytical Approaches to World Music Journal*. 2017.

"The Turkmen Dutar." *Central Asian Music*. Ed. Theodore C. Levin, Saida Daukeyeva, and Elmira Köchümkulova. Bloomington, IN: University of Indiana Press. 2016.

"Westernizing Reform and Indigenous Precedent in Traditional Music: Insights from Turkmenistan." *Ethnomusicology* 59, no. 2. 202-226. 2015.



<b>FRANK, LINDA</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Associate Professor, Graduate School of Public Health; Director, Master of Public Health – Infectious Diseases and Microbiology Program	<b>Overseas Experience:</b> Russia, Lithuania, South Africa, Bosnia
Ph.D., University of Pittsburgh, 1990 M.S., University of Pittsburgh, 1983	

**Areas of Specialization:** HIV/AIDS, substance abuse, prisons, mental illness, healthcare quality management, organizational development, harm reduction, behavioral health

**Sample of Courses Recently Taught:** HIV/AIDS, Global Infectious Diseases

### Selected Publications

With Puskar, K., Barrett, B., Mitchell, A., Kane, I., Albrecht, S., Lee, H., Hagle, H., Lindsay, D., Kameg, B., and Johnson, C. “Nursing Students Participate in Online Interprofessional Education on Substance Use Background.” *Canadian Journal of Nursing Research*, 2017.

### REES-Related Academic Experience

Global Institute for Public Health Practice Advisory Committee, New York University, 2013-.  
 “Responding to Nursing International Needs for Training: Application of a Training and Consultation Model for Nurses in the Russian Federation,” presentation at XVII International AIDS Conference, Mexico City, 2008 (with H. Sloane and M. Syrochkina).  
 “HIV Counseling and Testing: Implications for Eastern Europe and Ukraine; Palliative Care in HIV Disease; and Substance Use,” presentation at Open World Delegation Workshop, Magee Womancare International, June 27, 2007, Pittsburgh, PA.

<b>FURNISS, EDIE</b>	<b>Percentage of Time in Russian and East European Studies: 100%</b>
Lecturer and Director of Russian Language Program, Department of Slavic Languages and Literatures	<b>Languages:</b> Russian (4), Spanish (2), French (2), Portuguese (2)
Ph.D., The Pennsylvania State University, 2015 M.A., Middlebury Institute of International Studies at Monterey, 2010	<b>Overseas Experience:</b> Russia

**Areas of Specialization:** Russian language pedagogy, interlanguage pragmatics, corpus linguistics, foreign language materials development

**Sample of Courses Recently Taught:** Elementary Russian, Fourth-Year Russian

### Selected Publications

“Teaching pragmatics with corpus data: The development of a corpus-referred website for the instruction of routine formulas in Russian.” In J. Romero-Trillo (Ed.), *Yearbook of corpus linguistics and pragmatics: Global implications for culture and society in the networked age*. Dordrecht: Springer. 2017. 129-152.  
 “Teaching the pragmatics of Russian conversation using a corpus-referred website.” *Language Learning & Technology* 20, no. 2. 2016. 38–60.  
 With Oliver, D. *Russian full circle: A first-year Russian textbook*. New Haven, CT: Yale University Press. 2013.

### REES-Related Academic Experience

Completed Oral Proficiency Interview (OPI) tester training workshop, American Council on the Teaching of Foreign Languages, May 2018 (ACTFL certification pending).

<b>GHAZNAVI, SHUKUH</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Instructor, Department of Linguistics	<b>Languages:</b> Persian (5)
B.A., University of Mashhed, 1972	<b>Overseas Experience:</b> Iran

**Areas of Specialization:** Persian language instruction, linguistics, communications

**Sample of Courses Recently Taught:** Elementary, Intermediate, and Advanced Persian

#### **REES-Related Academic Experience**

Completed Oral Proficiency Interview (OPI) tester training workshop, American Council on the Teaching of Foreign Languages, October 2011.

<b>GUILLORY, SEAN</b>	<b>Percentage of Time in Russian and East European Studies: 100%</b>
Instructor, Department of History; REES Digital Scholarship Curator	<b>Languages:</b> Russian (4)
Ph.D., University of California, Los Angeles, 2009 M.A., University of California, Riverside, 1999	<b>Overseas Experience:</b> Russia, Ukraine

**Areas of Specialization:** Russian and Soviet history (medieval to modern), East European history (medieval to modern), European social and economic history

**Sample of Courses Recently Taught:** USSR under Stalin, Russia (900-1860), Russia (1860-1917), Russian Revolution, USSR (1917-1934)

#### **Selected Publications**

*Sean's Russia Blog Podcast.* <http://seansrussiablog.org/>. 2015-present.

“Profiles in Exhaustion and Pomposity: The Everyday Life of Komsomol Cadres in the 1920s.” *Carl Beck Papers in Russian and East European Studies*, no. 2303. 2014.

“Culture Clash in the Socialist Paradise: Soviet Patronage and African Students’ Urbanity in the Soviet Union, 1957-1965.” *Diplomatic History* 38, no. 2. 271-281.

“The Shattered Self of Komsomol Civil War Memoirs.” *Slavic Review* 71, no. 3. Fall 2012. 546-565.

<b>HALLE, RANDALL</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Professor, Department of German; Director of Film and Media Studies Program; Director of Critical European Culture Studies Program	<b>Languages:</b> German (5), Dutch (4), French (4), Yiddish (2), Turkish (3), Italian (2), Arabic (1)
Ph.D., University of Wisconsin-Madison, 1995 M.A., University of Wisconsin-Madison, 1987	<b>Overseas Experience:</b> Germany, Poland, Spain, Czech Republic, Austria, Turkey, Italy, Egypt, Netherlands, France, Hungary

**Areas of Specialization:** German and Central European studies, film studies, transnationalism, cinema and globalization

**Sample of Courses Recently Taught:** Genre and Transnational Cinema, New German Cinema, Avant-garde Cinema, Visual Alterity, German Visual Cultural Studies

### Selected Publications

“Xscreen 1968: Material Film Aesthetics and Radical Cinema Politics.” *The Sixties*. May 2017. 1-16.

“German Visual Culture: From National to European Style.” *Monateshefte* 108, no. 3. 2016. 372-382.

“Film Policy in Germany.” *International Journal of Cultural Policy* 22, no. 5. 2016. 724-742.

“The Europeanization of Turkish/German Cinema.” *Jahrbuch Deutsch-Türkische Studien*. 2015. 15-38.

“The Europeanization of Cinema: Interzones and Imaginative Communities.” Champaign: University of Illinois Press, 2014.

“Re-imagining the German East: Expulsion and Relocation in German Feature and Documentary Film.” *German Politics and Society* 31, no. 4. 2013. 16-39.

### REES-Related Academic Experience

“Year of Pitt Global” Committee Co-Chair, 2018-present.

Co-Editor, *Tracking Globalization: Commodities in Motion* book series, Indiana University Press, 2002-present.

Member of Executive Board (elected), *German Studies Association*, 2014-2016.

<b>HAMMOND, LESLIE</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Senior Lecturer, Department of History	<b>Languages:</b> Russian (2), French (2)
Ph.D., University of Pittsburgh, 2001 M.A., University of Pittsburgh, 1992	<b>Overseas Experience:</b> Germany, U.K.

**Areas of Specialization:** Western European intellectual history

**Sample of Courses Recently Taught:** World War II in Europe, Comparative Europe: Problems for Democracy

### Selected Publications

*The British Progressive Contribution to the League of Nations Ideal*. Ph.D. Dissertation. University of Pittsburgh. 2001.

<b>HANKS, BRYAN</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Associate Professor and Chair, Department of Anthropology	<b>Languages:</b> Russian (4), Serbian (2), German (1), French (1)
Ph.D., University of Cambridge, 2003 M.A., University of Sheffield, 1999	<b>Overseas Experience:</b> Russia, U.K., Mongolia, Serbia, Slovenia, China
	<b>Graduate Advisor:</b> 16 dissertations

**Areas of Specialization:** Archaeology of Eurasia, Russian history and archaeology

**Sample of Courses Recently Taught:** Archaeology of Russia, Central Asia and Mongolia; The Archaeologist Looks at Death; Prehistoric Foundations of European Civilization; Zooarchaeology

#### Selected Publications

*A Social Zooarchaeology of the West Siberian Iron Age: Social, Economic and Ideological Change in the First Millennium BC.* Oxford: Oxbow Books, forthcoming.

With Ventresca Miller. “Adding Equine to the Weaning Equation? New Evidence of Infant Feeding Practices Among Bronze Age Eurasian Pastoralists.” *American Journal of Physical Anthropology*. 2016.

With R. Doonan, D. Pitman, E. Kupriyanova, and D. Zdanovich. “Eventful Deaths – Eventful Lives? Bronze Age Mortuary Practices in the Late Prehistoric Eurasian steppes of Central Russia (2100-1500 B.C.).” *Death Rituals, Social Order and the Archaeology of Immortality in the Ancient World, ‘Death Shall Have no Dominion’*. Ed. C. Renfrew, M. Boyd, and I. Morley. Cambridge: Cambridge University Press, 2015. 328-350.

“Post-Neolithic of Eastern Europe.” *The Cambridge World Prehistory*. Ed. C. Renfrew and P. Bahn. Cambridge: Cambridge University Press, 2014.

<b>HARBERT, WILLIAM</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Professor, Department of Geology and Planetary Sciences	<b>Languages:</b> Russian (3)
Ph.D., Stanford University, 1987 M.S., Stanford University, 1983	<b>Overseas Experience:</b> Russia, U.K., China, Mongolia, Germany, Poland, Taiwan

**Areas of Specialization:** Applied geophysics, subsurface imaging, hydrofracturing and induced seismicity, hydrocarbon geophysics, petrophysics, plate tectonics, electromagnetic methods, hydrogeophysics, geographical information systems, computational methods

**Sample of Courses Recently Taught:** GIS, Geophysics, Geophysical Wire Line Logging

#### Selected Publications

With Daley, Thomas M., Bromhal, Grant, Sullivan, Charlotte, and Huang, Lianjie. “Progress in monitoring strategies for risk reduction in geologic CO<sub>2</sub> storage.” *International Journal of Greenhouse Gas Control* 51, 2016. 260-275.

With Bobak Karimi, Nadine McQuarrie, and Jeen-Shang Lin. “Determining the geometry of the North Anatolian Fault east of the Marmara Sea through integrated stress modeling and remote sensing techniques.” *Tectonophysics* 623, 2014. 14-22.

#### REES-Related Academic Experience

Presentation, “Russian and Eastern European Hydrocarbon Energy Review – The Great Energy Shakeout,” with Robert Donnorummo, REES, University of Pittsburgh, April 2016.

<b>HARPER, PAUL</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Clinical Assistant Professor, Department of Business Administration	<b>Overseas Experience:</b> Russia, Israel
Ph.D., University of Virginia, 2011 M.B.A., University of Virginia, 2011	

**Areas of Specialization:** Business ethics, international entrepreneurship, social entrepreneurship, inclusive innovation

**Sample of Courses Recently Taught:** Strategic Management, Global Research Practicum

#### Selected Publications

“Business ethics beyond the moral imagination: A response to Rorty Leadership and Business Ethics.” Ed. Gabriel Flynn. Springer: New York. 2018. 57-80.

<b>HAYDEN, ROBERT</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Professor, Departments of Anthropology, Law, and Public & International Affairs	<b>Languages:</b> Bosnian/Croatian/Serbian (5)
Ph.D., SUNY Buffalo, 1981 J.D., SUNY Buffalo, 1978 M.A., Syracuse University, 1975	<b>Overseas Experience:</b> Serbia, Croatia, Bosnia and Herzegovina, Turkey, Bulgaria, India, Portugal, Yugoslavia
	<b>Graduate Advisor:</b> 10 dissertations

**Areas of Specialization:** Anthropology, law, politics, Eastern Europe, India, religious syncretism and conflict, ethno-nationalism, constitutional structures of multi-ethnic states

**Sample of Courses Recently Taught:** Culture and Societies of Eastern Europe; Ethno-National Violence; Anthropology of Europe; Tolerance, Dominance and Violence at Shared Religious Sites

#### Selected Publications

With Tuğba Tanyeri-Erdemir, Timothy D. Walker, Aykan Erdemir, Devika Rangachari, Manuel Aguilar-Moreno, Enrique López-Hurtado, and Milica Bakić-Hayden. *Antagonistic Tolerance: Competitive Sharing of Religious Sites and Spaces*. London: Routledge, 2016.

“Intersecting Religioscapes in Post-Ottoman Spaces.” *Post-Ottoman Coexistence: Sharing Space in the Shadow of Conflict*. Ed. Rebecca Bryant. Oxford & New York: Berghahn, 2016. 59-85.

“Sufis, Dervishes and Alevi-Bektaşis: Interfaces of Heterodox Islam and Nationalist Politics from the Balkans, Turkey and India.” *Islam, Sufism and Everyday Politics in South Asia*. Eds. Deepra Dandekar and Torsten Tschacher. New York, NY: Routledge, 2016.

“Self-Othering: Stories about Serbia from Externalized Belgrade Insiders.” *American Ethnologist* 14, no. 1, 2014. 187-192.

*From Yugoslavia to the Western Balkans: Studies of a European Disunion, 1991-2011*. Leiden: Brill, 2013.

#### REES-Related Academic Experience

Director, Center for Russian and East European Studies, University of Pittsburgh, 1998-2014.

Principal Investigator, “Antagonistic Tolerance: A Comparative Study of Competitive Sharing of Religious Sites.” National Science Foundation and Wenner-Gren Foundation, 2008-2010.

<b>HELBIG, ADRIANA</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Associate Professor, Department of Music; Director, Carpathian Music Ensemble; Assistant Dean, Humanities & Academic Integrity	<b>Languages:</b> Ukrainian (5), Russian (3), German (2)
Ph.D., Columbia University, 2005 M.Phil., Columbia University, 2001 M.A., Columbia University, 1999	<b>Overseas Experience:</b> Ukraine, Czech Republic, Hungary, Poland, Uganda
	<b>Graduate Advisor:</b> Three dissertations

**Areas of Specialization:** Global hip-hop, East European music, Romani music, race and migration  
**Sample of Courses Recently Taught:** Marx, Music, and Labor; Carpathian Music Ensemble;  
Romani Music, Culture & Human Rights (study abroad course); Global Hip-Hop; Music, Arts, and  
Conflict

#### Selected Publications

- At Europe's Edge: Music, Agency, and Social Change*. Ed. Adriana Helbig and Milosz  
Miszczyński. Bloomington, IN: Indiana University Press, forthcoming.
- "Hip-hop and the Cybersonics of War: Recent Uploads from the Russian-Ukrainian Border." *The  
Oxford Handbook on Protest Music*. Ed. Noriko Manabe. Oxford: Oxford University Press,  
forthcoming.
- Hip-Hop Ukraine: Music, Race, and African Migration*. Bloomington, IN: Indiana University  
Press. 2014.
- "Between Performance and Research: Thoughts on the Contributions of an East European  
Ensemble in an American University." *Arti Musices - Croatian Musicological Review* 46,  
no. 2. 2014. 245-258.
- "Ivana Kupala (St. John's Eve) Revivals as Metaphors of Fertility and Contemporary Ukrainian  
Femininity." *The Oxford Handbook on Music Revivals*. Ed. Caroline Bithell and Juniper  
Hill. Oxford: Oxford University Press. 2014.

#### REES-Related Academic Experience

Presentation, "Piracy, Politics, and Popular Music in Ukraine," Association for Slavic, East  
European, and Eurasian Studies national conference, San Antonio, TX, November 2014.

<b>JOHNSON, COLIN</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Postdoctoral Fellow, Department of Political Science and Center for Russian and East European Studies	<b>Languages:</b> Russian (3)
Ph.D., Brown University, 2017 M.A., Brown University, 2012	<b>Overseas Experience:</b> Russia, Estonia

**Areas of Specialization:** Migration politics, Russian politics, politics of post-Soviet space,  
political demography, ethnic conflict

**Sample of Courses Recently Taught:** Human Security, Politics of Oil and Natural Resources

#### Selected Publications

- With Michael J. White. "Perspectives on Migration Theory – Sociology and Political Science."  
*International Handbook of Migration and Population Distribution*. Ed. Michael J. White.  
Springer Publishing, 2016.

<b>KARIORIS, FRANK</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Visiting Lecturer, Gender, Sexuality & Women's Studies Program (2018-)	<b>Overseas Experience:</b> Kyrgyzstan
Ph.D., Central European University, 2016 M.A., University of Sussex, 2011	

**Areas of Specialization:** Higher education, theories of sociality and sexuality, critical sociology, critical studies of men and masculinities, qualitative methods and ethnography

**Sample of Courses Recently Taught:** Gender and Neoliberalism

### Selected Publications

With Dr. Jonathan A. Allan. "When Two Become One: Sexuality Studies and Critical Studies of Men and Masculinities." *Journal of Gender Studies*. 2018.

"Preparing Teachers to Teach: Or, Globalizing Universities as Pedagogic Epicenters." *Alatoo Academic Studies* 12, no. 1. 2017. 177-182.

### REES-Related Academic Experience

Co-Principal Investigator, "Combatting culturally-endorsed sexual violence in Kyrgyzstan through innovative education and information technology." World Bank and Sexual Violence Research Initiative. Two-year grant (Feb. 2017-2019), totaling \$100,000.

Director and Co-Founder, Center for Critical Gender Studies, American University of Central Asia (AUCA). First academic program in Gender Studies in Central Asia.

Researcher, "The impact of community empowerment on access to Sexual and Reproductive Health and Rights (SRHR) services (including HIV) in line with the Sex Worker Implementation Tool (SWIT) for female, male and transgender sex workers (in Kyrgyzstan)." *Aids Fonds & Global Network of Sex Work Projects*. Grant (Sep. 2017 – Dec. 2018), totaling 45,000 euros.

<b>KLIMOVA, OLGA</b>	<b>Percentage of Time in Russian and East European Studies: 100%</b>
Visiting Lecturer, Department of Slavic Languages and Literatures	<b>Languages:</b> Russian (5), Belarusian (4), Polish (3), German (2), French (2)
M.S.Ed. Duquesne University, 2015 Ph.D., University of Pittsburgh, 2013 M.A., Brock University, 2005	<b>Overseas Experience:</b> Russia, Belarus

**Areas of Specialization:** Russian and Soviet culture and cinema

**Sample of Courses Recently Taught:** Masterpieces of 19<sup>th</sup> and 20<sup>th</sup> Century Russian Literature, Russian Short Story in Context, Russian Fairy Tales, History of Russian Cinema

### Selected Publications

"Zhassulan Poshanov's *Toll Bar*." Film review. *Kinokultura* 51. January 2016.

"Sergei Solov'ev's 2-Assa-2." *Directory of World Cinema: Russia 2*. Ed. Birgit Beumers. London: Intellect Ltd, 2015.

### REES-Related Academic Experience

Director, Pitt STARTALK intensive summer Russian language high school program, 2018.

Certified Oral Proficiency Interview (OPI) Tester, American Council on the Teaching of Foreign Languages, 2012–present.

<b>KRANSON, RACHEL</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Associate Professor, Department of Religious Studies	
Ph.D., New York University	

**Areas of Specialization:** Modern Jewish history, gender studies, Holocaust

**Sample of Courses Recently Taught:** Jews and Judaism (Modern), Jews and the City, Gender and Jewish History, Religion and Sexuality, Holocaust: History and Memory

#### Selected Publications

*Ambivalent Embrace: Jewish Upward Mobility in Postwar America.* University of North Carolina Press, 2017.

“Jewish Youth in the Global 1960s.” Special issue of *Journal of Jewish Identities* 8, no. 2. Eds. Adriana Brodsky and Beatrice Gurwitz. July 2015.

*A Jewish Feminine Mystique? Jewish Women in the Postwar Era.* Eds. Hasia Diner, Shira Kohn, and Rachel Kranson. Rutgers University Press, 2010. Finalist for the 2010 National Jewish Book Awards Barbara Dobkin Award in Women’s Studies.

<b>KUCHINSKAYA, OLGA</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Associate Professor, Department of Communication	<b>Languages:</b> Russian (5), Belarusian (5)
Ph.D., University of California, San Diego, 2007	<b>Overseas Experience:</b> Russia, Belarus, Ukraine
	<b>Graduate Advisor:</b> 3 dissertations

**Areas of Specialization:** Risk, health and environmental communication, public engagement with science and data, infrastructures, production of ignorance, radiation, reproductive health, new media, feminist studies, grounded theory, qualitative research methods

**Sample of Courses Recently Taught:** Media and Global Nature/Culture, Environmental Communication, Communication and New Media Technologies, Culture and Technology

#### Selected Publications

“Connecting the Dots: Public Engagement with Environmental Data.” *Environmental Communication*. 2017. 1-13.

“On the Consequence of Chernobyl.” *Toxic News*. 2016. 1-8.

*The Politics of Indivisibility: Public Knowledge about Radiation Health Effects after Chernobyl.* Cambridge: The MIT Press, 2014. Received 2016 Best Academic Publication in Social Sciences Award, International Congress of Belarusian Studies.



<b>LERNATOVYCH, OKSANA</b>	<b>Percentage of Time in Russian and East European Studies:</b> 100%
Instructor, Department of Slavic Languages and Literatures	<b>Languages:</b> Ukrainian (5), Russian (5)
M.A., Lviv University, 1988	<b>Overseas Experience:</b> Ukraine

**Areas of Specialization:** Ukrainian language, literature, culture, and art

**Sample of Courses Recently Taught:** Elementary Ukrainian, Intermediate Ukrainian, Advanced Ukrainian

<b>LIDER, ILKNUR</b>	<b>Percentage of Time in Russian and East European Studies:</b> 100%
Instructor, Department of Linguistics	<b>Languages:</b> Turkish (5), French (2)
MPIA, University of Pittsburgh, 1992 B.S., Middle East Technical University, 1989	<b>Overseas Experience:</b> Turkey

**Areas of Specialization:** Turkish language, culture, and history

**Sample of Courses Recently Taught:** Elementary Intermediate, and Advanced Turkish; Intensive Beginning Turkish; Turkish Culture and Society

### **Selected Publications**

“Put Project: The Cross-Linguistics Encoding of Placement Events.” *TiLT – Technology in Language Teaching Forum Talk Series*. Robert Henderson Language Media Center, University of Pittsburgh. 2018.

“A Case Study on Integrating Circumlocution into Turkish Language Curricula as Language Learning Strategy.” *Annual Meeting of the American Association of Teachers of Turkic Languages*, Georgetown University. 2017.

### **REES-Related Academic Experience**

Chair, Turkish Nationality Room Committee, University of Pittsburgh, 2017-present.

Panel Discussant, “Language and Politics of Identity,” Annual REES/GOSECA Conference, University of Pittsburgh, March 2018.

Selection Panel, Critical Language Scholarship Program, Bureau of Educational and Cultural Affairs, U.S. Department of State, 2014-2017.

Certified Oral Proficiency Interview (OPI) Tester, American Council on the Teaching of Foreign Languages, 2012–present.

<b>LIN, TONY</b>	<b>Percentage of Time in Russian and East European Studies:</b> 100%
Visiting Lecturer, Department of Slavic Languages and Literatures	<b>Languages:</b> Russian (4), Polish (4), Chinese (5), German (3)
Ph.D., University of California, Berkeley, 2014 M.A., University of California, Berkeley, 2008	<b>Overseas Experience:</b> Poland, Russia, Germany, France

**Areas of Specialization:** Russian language and literature, relationship between literature and music

**Sample of Courses Recently Taught:** Elementary Russian, Russian Literature in Musical Adaptation, Polish Language, Russian Novel, The Absurd in Russian and East European Literature

#### **Selected Publications**

“Beyond Science Fiction: Vladimir Odoevskij’s ‘The Year 4338’ as a Hybrid Text.” *Russian Literature* 74, no. 3-4. 2013.

“Gubaidulina’s Musical Setting of Poems by Tsvetaeva: Hommage à Marina Tsvetaeva (1984).” *Muzyka: Russian Music Past and Present* 3-7. 2011.

“Wyspiański’s The Wedding: Three Case Studies.” *Slavic and East European Performance* 31, no. 2. Fall 2011.

<b>LINDEN, RONALD</b>	<b>Percentage of Time in Russian and East European Studies:</b> 25%
Professor, Department of Political Science	<b>Languages:</b> Romanian (4), Russian (3), Turkish (2)
Ph.D., Princeton University, 1976 M.A., University of Michigan, 1971	<b>Overseas Experience:</b> Turkey, Romania, Bulgaria, Russia
	<b>Graduate Advisor:</b> Eight dissertations

**Areas of Specialization:** Southeastern Europe, politics and foreign policy, international relations of Turkey and Russia, European international relations

**Sample of Courses Recently Taught:** East Europe in World Politics; East Europe: Communism, Revolution, Transition; Transformations at the Edge of Europe; Foreign Policies in a Changing World

#### **Selected Publications**

“After the Fall: Postcommunist Dynamics in Central and East Europe and Their Implications For Cuba.” *Reforming Communism: Cuba in Comparative Perspective*. Ed. Scott Morgenstern. Pittsburgh: University of Pittsburgh Press, forthcoming.

With Shane Killian. “EU Accession and the Role of International Actors.” *Central and East European Politics: From Communism to Democracy*, 3rd edition. Eds. Sharon Wolchik and Jane Curry. Lanham, MD: Rowman and Littlefield, 2015. 189-212.

With Yasemin Irepoğlu. “Turkey and the Balkans: New Forms of Political Community?” *Turkish Studies* 14, no. 2. 2013. 229-255.

#### **REES-Related Academic Experience**

Associate Editor, *Problems of Post-Communism*, 2006-present.

Co-editor, *Carl Beck Papers in Russian and East European Studies*, 1982-present.

Creator and founder, *Pittsburgh Papers on the European Union*.

<b>LIVEZEANU, IRINA</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Associate Professor, Department of History	<b>Languages:</b> Romanian (5), French (4), German (3), Italian (3), Polish (2), Russian (2)
Ph.D., University of Michigan, 1986 M.A., University of Michigan, 1979	<b>Overseas Experience:</b> Romania, Israel, Moldova, France, Germany, Hungary, Poland, Norway, Czech Republic, Turkey, Netherlands, Habsburg Empire, former Yugoslavia, Ukraine
	<b>Graduate Advisor:</b> 41 dissertations

**Areas of Specialization:** East Central Europe, 20th century avant-garde movements, nationalism, intellectuals and politics, East European Jews, Romanian history, Moldovan history, gender

**Sample of Courses Recently Taught:** Holocaust in Eastern Europe, Modern East European Jewry, Eastern Europe during Communism, Balkan History from the Ottomans to Yugoslav Collapse

#### Selected Publications

With Arpad von Klimó. *The Routledge History of East Central Europe since 1700*. 2017.

“‘Windows toward the West’: New Forms and the ‘Poetry of True Life.’” *Modernist Magazines: A Critical and Cultural History, 3: Europe 1880-1940*. Ed. Peter Brooker. Oxford University Press, 2013. 1157-1183.

#### REES-Related Academic Experience

Editorial Board, *Journal of Romanian Studies*.

Editorial Board, *Romanian Journal of Society and Politics* (Bucharest, Romania).

<b>LOVORN, MICHAEL</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Assistant Professor, Department of Instruction and Learning	<b>Languages:</b> Spanish (3)
Ph.D., University of Tennessee, 2003 M.S., University of Tennessee, 1999	

**Areas of Specialization:** Social studies education curriculum, global perspectives on education

**Sample of Courses Recently Taught:** Disciplined Inquiry, Comparative and Global Perspectives on Education, History through Artifacts, Social Studies in International Contexts

#### Selected Publications

With Manning, P., and Annis Warsh, M. “Entering a new era in world history education.” *New, critical, and re-envisioned approaches to teaching world history, a special edition of The History Teacher*, 50, no. 1. Ed. Michael Lovorn. 2017.

With Tsyrlina-Spady, T. “Patriotism, history teaching, and history textbooks in Russia: What was old is new again.” *Globalisation, Ideology and Politics of Education Reforms*. Ed. J. Zajda. New York: Springer, 2015.

#### REES-Related Academic Experience

Steering Committee Member, Alliance for Learning in World History (2013-present).

Editorial Board, *Russian American Educational Forum: An Online Journal* (2008-present).

Guest Editor, *The History Teacher*, Special World History Issue (2017).

<b>LUKACS, GABRIELLA</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Associate Professor, Department of Anthropology	<b>Languages:</b> Hungarian (5), Japanese (4)
Ph.D., Duke University, 2005 M.A., University of Budapest, 1995	<b>Overseas Experience:</b> Hungary, Japan
	<b>Graduate Advisor:</b> 16 dissertations

**Areas of Specialization:** Media anthropology, television, digital media, labor, gender, political art, independent theater, rightwing populism, Hungary

**Sample of Courses Recently Taught:** Gender and the Global, Anthropology of Digital Media, Gender and Work in Cross-Cultural Perspectives, Anthropology of Neoliberalism

### Selected Publications

“Labor Games: Youth, Work, and Politics in East Asia.” *Positions: Asia Critique* 23, no. 3. 2015. 487-513.

### REES-Related Academic Experience

Editorial Board: *Intersections: East European Journal of Society and Politics*.

Award from Central Research Development Fund, University of Pittsburgh School of Arts and Sciences: \$14,918 to conduct 10 weeks of research in Hungary for book project, *Illiberalism's Culture: Theater, Class, and Neoliberalism in Hungary* (July 2015-June 2017).

<b>MAKSYMENKO, SVITLANA</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Senior Lecturer, Department of Economics	<b>Languages:</b> Ukrainian (5), Russian (5), Polish (3)
Ph.D., Temple University, 2006 M.A., Temple University, 2003	<b>Overseas Experience:</b> Ukraine, Czech Republic, Poland, Argentina, South Africa, China, India, Russia

**Areas of Specialization:** International economics, economics of Central and Eastern Europe, economic growth and development

**Sample of Courses Recently Taught:** International Economics, Czech Republic and Poland: Economy and Policy, International Financial Policy

### Selected Publications

With F. Kushnirsky. “Regional Growth and Poverty in Ukraine.” *Global Economy in Transition: the European Union and Beyond*. Eds. Linda Winkler and Harold Codrington. Vernon Press: Wilmington, DE, 2017. 126-137.

With L. Klein and F. Kushnirsky. “Macroeconometric Study of Ukraine’s Growth and Reform.” *Journal of Policy Modeling* 34, no. 3. 2012. 325-340.

### REES-Related Academic Experience

Director of “Pitt in Prague and Krakow” annual summer study abroad program on policy and economics in Czech Republic and Poland.

<b>MANUKYAN, KATHLEEN</b>	<b>Percentage of Time in Russian and East European Studies: 100%</b>
Instructor, Department of Slavic Languages and Literatures	<b>Languages:</b> Russian (5), Czech (2), Italian (2)
Ph.D., The Ohio State University, 2011 M.A., The Ohio State University, 2008	<b>Overseas Experience:</b> Russia, Ukraine

**Areas of Specialization:** Russian romanticism, Russian silver age, Russian music and dance, phonetics

**Sample of Courses Recently Taught:** Elementary Russian, Intermediate Russian, Fourth-Year Russian, Russian Short Story in Context, Forbidden Love on Page and Screen, Gogol, Russian Literature through Music, Russian Literature of the Late 17<sup>th</sup> and 18<sup>th</sup> Century

### Selected Publications

*The Russian Word in Song: Cultural and Linguistic Issues of Classical Singing in the Russian Language.* Ph.D. Dissertation. Columbus: OhioLINK, 2011.

“The Poet and His Readers: Three Lyrics and an Unfinished Story of Alexander Pushkin.” *Pushkin Review* 12-13. 2010.

“From Maidens to Mugs: The Motif of the Mirror in the Works of Nikolai Gogol.” *Canadian Slavonic Papers* 51, 2-3. 2009. 267-286.

### REES-Related Academic Experience

Program Director, University of Pittsburgh Project GO and Slavic, East European, and Near Eastern Summer Language Institute, 2018.

Completed Oral Proficiency Interview (OPI) tester training workshop, American Council on the Teaching of Foreign Languages, May 2018 (ACTFL certification pending).

<b>MARKOFF, JOHN</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Distinguished Professor, Departments of Sociology, Political Science, and History	<b>Languages:</b> Polish (2), French (4), Spanish (4), Portuguese (2)
Ph.D., The Johns Hopkins University, 1972	<b>Overseas Experience:</b> Poland, France, Spain, Argentina, Brazil
	<b>Graduate Advisor:</b> 17 dissertations

**Areas of Specialization:** History of democracy, social movements

**Sample of Courses Recently Taught:** Social Movements, Sociology of Revolution

### Selected Publications

*Social Movements and World-System Transformation: Prospects and Challenges.* Eds. Jackie Smith, Michael Goodhart, and Patrick Manning. London: Routledge, 2017.

“Essential Contestants, Essential Contests.” *Research in Political Sociology* 24, 2017. 121-154.

With Piotr Konieczny. “Poland’s Contentious Elites Enter the Age of Revolution: Extending Social Movement Concepts.” *Sociological Forum* 30, no. 2. June 2015. 286-304.

### REES-Related Academic Experience

Invited lecturer, “Visions of past and future in the past, present and future (if any) of democracy,” Forum of the International Sociological Association, Vienna, July 2016.

Editorial Board, *Research in Political Sociology*.

<b>MATZA, TOMAS</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Assistant Professor, Department of Anthropology	<b>Languages:</b> Russian (4), Finnish (2), Spanish (1)
Ph.D., Stanford University, 2011 M.A., Stanford University, 2005	<b>Overseas Experience:</b> Russia, El Salvador

**Areas of Specialization:** Mental health practices in Russia, transnational climate change work

**Sample of Courses Recently Taught:** Environmental Anthropology, Anthropology and Psychology, Everyday Life after Socialism, Anthropology of Post-Soviet Russia

### Selected Publications

With Heller, Nicole. "Anthropocene in a Jar." *Remains of the Anthropocene*. Eds. Armiero, Emmett & Mittman. Chicago, IL: University of Chicago Press. 2017.

*Shock Therapy: The Ethics and Biopolitics of Precarious Care in Post-Soviet Russia*. Durham, NC: Duke University Press (under contract).

"The Will to What? Class, Time, and Re-Willing in Post-Soviet Russia." *Social Text* 120. 2014. 49-67.

"'Good Individualism'? Psychology, Ethics and Neoliberalism in Postsocialist Russia." *American Ethnologist* 39, no. 4. 805-819. 2012.

<b>McCLOSKEY, BARBARA</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Professor and Chair, Department of History of Art and Architecture; Director, University Art Gallery	<b>Languages:</b> German (3), French (2), Spanish (2)
Ph.D., Northwestern University, 1992 M.A., Northwestern University, 1986	<b>Overseas Experience:</b> Germany
	<b>Graduate Advisor:</b> 9 dissertations

**Areas of Specialization:** German 20th century art, 19th and 20th century theory, history of modern art

**Sample of Courses Recently Taught:** Art in the Third Reich, Soviet Art and the West, Modern Art and "Totalitarianism" in the 1930s, Surrealism's Revolutionary Unconscious

### Selected Publications

*The Art of War*. Barbara McCloskey and Deborah Ascher Barnstone, eds. Volume 5 in the *German Visual Culture series*. Oxford: Peter Lang, 2017.

"Marking Time: Women and Nazi Propaganda Art during World War II." *Contemporaneity* 2, 2012. 1-17.

"Dialectic at a Standstill: East German Socialist Realism of the Stalin Era." *Art of the Two Germanys: Cold War Cultures*. Los Angeles County Museum of Art, 2009. 104-117.

### REES-Related Academic Experience

International Fellowships Selection Panel, American Association of University Women, 2015-17.  
Editorial review board, *German Studies Review*, 2011-17.

Invited speaker, "Teach Your Children Well: George Grosz, Art, and the Militarization of Childhood between the World Wars," National Endowment for the Humanities Visiting Speaker Series, Hartwick College, 2016.

<b>MILLER, DAVID</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Professor, Graduate School of Public and International Affairs	<b>Overseas Experience:</b> Serbia, Slovakia, Macedonia, Russia, Korea, Malaysia
Ph.D., University of Pittsburgh, 1998 MPA, Kent State University, 1971	

**Areas of Specialization:** Changing dynamics of global decentralization, regional governance, urban public finance, policy research methods

**Sample of Courses Recently Taught:** Comparative Regional Governance, Urban Public Finance

#### **Selected Publications**

With Louis Picard, Andrew Konitzer, Evgenii Postnikov, Vadim Chumak, Vladimir Ramzaev, Sergei Perov, Lydia Goverdovskaya, Elena Kukol'nikova, Denis Berezovskii, and Mikhail Ramzaev. *Konkurentsposobnost' munitsipal'nikh obrazovaniia kak faktor razvitiia regional'noi ekonomiki i predprinimatel'stva*. Samara, Russia: International Market Institute, 2012.

With William N. Dunn. "A Critical Theory of New Public Management." *Post-Communist Public Administration: Restoring Professionalism and Accountability*. Bratislava, Slovakia: NISPAcee, 2007.

With Snezana Djordjevic. "Local Government Reform and the Nature of Professional Management in Serbia." Posted on website of U.S. State Department, Bureau of Educational and Cultural Affairs, for online conference held on April 30, 2005.

#### **REES-Related Academic Experience**

Organized training for local government officials from Samara, Russia through U.S. Russia Foundation grant to REES and GSPIA, 2011.

<b>MURTAZASHVILI, ILIA</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Associate Professor, Graduate School of Public and International Affairs	<b>Overseas Experience:</b> Afghanistan
Ph.D, University of Wisconsin–Madison, 2009 M.A., University of Wisconsin–Madison, 2005	

**Areas of Specialization:** Political economy, emergence and change in property institutions, resource management, institutional design, local land use and zoning, civil-military relations

**Sample of Courses Recently Taught:** Environmental Economics, Natural Resources Governance, Policy Analysis, Program Evaluation, Fracking in Comparative Perspective, Macroeconomics, Economics for Public Affairs

#### **Selected Publications**

With T. Jochem and J. Murtazashvili. "Establishing Local Government in Fragile States: Experimental Evidence from Afghanistan." *World Development* 77, no. 1. 2016. 293–310.

With J. Murtazashvili. "Does the Sequence of Land Reform and Political Reform Matter? Evidence from Afghanistan." *Conflict, Security, & Development* 16, no. 1. 2016. 145-172.

#### **REES-Related Academic Experience**

Coordinator, Working Group on Land Reform in Fragile States, Ford Institute for Human Security, University of Pittsburgh, 2011-present.

<b>MURTAZASHVILI, JENNIFER</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Associate Professor, Graduate School of Public and International Affairs; Director, International Development Program	<b>Languages:</b> Russian (5), Uzbek (4), Farsi/Dari/Tajik (4), Turkish (2)
Ph.D., University of Wisconsin–Madison, 2009 M.A., University of Wisconsin–Madison, 2006	<b>Overseas Experience:</b> Uzbekistan, Tajikistan, Afghanistan, Kyrgyzstan, Kazakhstan, Russia

**Areas of Specialization:** Comparative politics, politics of Central and South Asia, politics of the former Soviet Union, state building, traditional governance, political Islam, Afghanistan

**Sample of Courses Recently Taught:** State Building, Political Islam, Politics of Central Asia, Institutions and Development, Global Governance, Administration of Public Affairs

### Selected Publications

With Ilia Murtazashvili. “Coercive Capacity, Land Reform and Political Order in Afghanistan.” *Central Asian Survey* 36, no. 2. 2017. 212-230.

*Informal Order and the State in Afghanistan*. New York: Cambridge University Press, 2016.

“Securing Afghanistan: From the Inside Out.” *Central Asian Survey* 35, no. 4. 2016. 572-576.

### REES-Related Academic Experience

“Researching Local Governance in Tajikistan” (2013-2015): Co-Principal Investigator (with Daniel Rubenson). Three-year impact evaluation of local governance reform efforts at sub-district level (jamoat) in rural Tajikistan. Supported by USAID and Government of Tajikistan.

<b>MUSEKAMP, JAN</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
DAAD Visiting Assistant Professor (2018-), Department of History	<b>Languages:</b> German (5), Polish (4), French (4), Czech (3), Russian (3)
Ph.D., European University Viadrina, 2008 M.A., European University Viadrina, 2002	<b>Overseas Experience:</b> Poland, Germany

**Areas of Specialization:** Polish and Czechoslovak cultural history, (forced) migrations in 19th and 20th century Europe, opposition and transformation in Eastern Europe

**Sample of Courses Recently Taught:** Nationalism, Comparative European History

### Selected Publications

“Eydtkuhnen and Verzhbolovo: Big History and Local Experiences: Migration and Identity in a European Borderland.” *Mapping Migration, Identity, and Space*. Eds. Tabea Linhard and Timothy Parsons. New York: Palgrave MacMillan, 2018.

“Paris – St. Petersburg: Shrinking Spaces in the Nineteenth Century.” *Migration and Mobility in the Modern Age: Refugees, Travelers, and Traffickers in Europe and Eurasia*. Eds. Anika Walke, Jan Musekamp, and Nicole Svobodny. Bloomington: Indiana University Press, 2017. 35-54.

*Migration and Mobility in the Modern Age. Refugees, Travelers, and Traffickers in Europe and Eurasia*. Eds. Anika Walke, Jan Musekamp, and Nicole Svobodny. Bloomington: Indiana University Press, 2017. 352.



<b>MYLOVANOV, TYMOFIY</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Associate Professor, Department of Economics; Interim President, Kyiv School of Economics	<b>Languages:</b> Ukrainian (5), Russian (5)
Ph.D., University of Wisconsin–Madison, 2004 M.S., University of Wisconsin–Madison, 2001 M.A., Kyiv Mohyla Academy, 1999	<b>Overseas Experience:</b> Ukraine, Germany

**Areas of Specialization:** Microeconomic theory, contract theory, Ukrainian economy and policy  
**Sample of Courses Recently Taught:** Game Theory, Microeconomic Theory, Political Economy of Central Banking, Theory of Regulation

#### **Selected Publications**

With Natalia Shapoval. “Optimal Auction Formats for Selling Distressed Assets in Ukraine.” May 2017.

With Yuriy Zhukov and Yuriy Gorodnichenko. “Review of EU Policy for Ukraine.” *The Berlin Report of the Human Security Study Group, From Hybrid Peace to Human Security: Rethinking EU Strategy towards Conflict*. Winter 2016.

With Zoya Mylovanova. “Here is what the ‘Panama Papers’ tell us about the President of Ukraine.” *Washington Post: The Monkey Cage Blog*. February 17, 2015.

#### **REES-Related Academic Experience**

Presented “Decentralization in Ukraine” as part of REES lecture series, March 2014.  
Co-Founder, Vox Ukraine, an online analytical platform

<b>OLSON, JOSEPHINE</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Professor, Department of Business Administration	<b>Languages:</b> Czech (2), Spanish (3), French (2), Dutch (2), Portuguese (2)
Ph.D., Brown University, 1970	<b>Overseas Experience:</b> Czech Republic, Hungary, Chile, Netherlands, France, Peru, Mexico, Brazil, Argentina

**Areas of Specialization:** International economics, labor economics

**Sample of Courses Recently Taught:** International Trade and Investment, International Business, Macroeconomics and Transportation Economics, International Economics for Managers

#### **Selected Publications**

“Students’ Study Abroad Plans: the Influence of Psychological Factors.” *Frontiers—Interdisciplinary Journal of Study Abroad* 23. Fall 2013. 73-89.

“Human Capital Models and the Gender Pay Gap.” *Sex Roles* 68, 2013. 186-197.

With Manyu Li, Irene Hanson Frieze, Jasna Horvat, and Josipa Mijoč. “Reasons for Leaving Home: Comparing Predictors of Wanting to Migrate and Travel in Croatian Undergraduates.” *Migracijske i etničke teme* 28. 2012. 7-27.

#### **REES-Related Academic Experience**

Administered CIBER grant from U.S. Department of Education, 2010-2014.

H. J. Zoffer Medal for Meritorious Service Award, Katz Graduate School of Business, 2013.

Taught “Economic Analysis” for Executive MBA program in Prague, 2012-2013.

<b>PADUNOV, VLADIMIR</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Associate Professor, Department of Slavic Languages and Literatures	<b>Languages:</b> Russian (5), German (4), French (4)
Ph.D., Cornell University, 1983	<b>Overseas Experience:</b> Russia, Kazakhstan, Albania
	<b>Graduate Advisor:</b> 19 dissertations

**Areas of Specialization:** Russo-Soviet cinema, Central Asian cinema, cultural politics, media studies

**Sample of Courses Recently Taught:** Formative Masterpieces of 19<sup>th</sup> Century Russian Literature, Advanced Russian, Fourth-Year Russian, Stalin at the Movies, Cinema of Thaw and Stagnation, Perestroika and Beyond, Soviet Literature from Thaw to Perestroika, Post-Soviet Russian Cinema

### Selected Publications

“Filling in the Blank Spots in Cinema Studies.” (“Kak my otkryvali rossiiskoe kino.”) *Iskusstvo Kino* 4, 2011. 48-50.

“Reviewing a Lost Civilization: Sergei Loznitsa’s *Revue*.” *The Russian Review* 68, no. 4. October 2009. 684-687.

### REES-Related Academic Experience

Director, annual Pittsburgh Russian Film Symposium (1999-present).

Co-editor, *Studies in Russian and Soviet Cinema*, (2006-2008).

Deputy editor, *KinoKultura*, (2003-2008).

Associate Director, Film Studies Program, University of Pittsburgh (2002-2012).

Editorial board member, *Russian Studies in Literature* (1991-present).

<b>PAPANASTASIOU, ARETI</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Instructor, Department of Linguistics	<b>Languages:</b> Modern Greek (5), French (2), German (2), Latin (2), Russian (2)
ABD, University of Chicago, 1994 M.A., University of Massachusetts, 1990	<b>Overseas Experience:</b> Greece, Cyprus, Italy

**Area of Specialization:** Modern Greek language; Byzantine and Western medieval art; Greek, Roman, and pre-Columbian art; Greek culture

**Sample of Courses Recently Taught:** Elementary, Intermediate, and Advanced Modern Greek; The Greeks: Journey through Culture

<b>PETERS, B. GUY</b>	<b>Percentage of Time in Russian and East European Studies:</b> 25%
Maurice Falk Professor of American Government, Department of Political Science	<b>Languages:</b> French (3), German (3), Spanish (3), Swedish (2)
Ph.D., Michigan State University, 1970 M.A., Michigan State University, 1967	<b>Overseas Experience:</b> Slovakia, Estonia, Sweden, Belgium, Denmark, Norway, Turkey, Germany, Romania, Finland, Japan, Thailand, the Netherlands, Switzerland, France, Austria

**Areas of Specialization:** European politics, comparative public administration and policy

**Sample of Courses Recently Taught:** European Government and Politics, Concepts and Theories of Comparative Politics, Comparative Policy

### Selected Publications

*Public Policy: An Advanced Introduction.* Cheltenham: Edward Elgar, 2016.

With Philippe Zittoun. "Contemporary Approaches to Public Policy." London: Macmillan, 2016.

### REES-Related Academic Experience

Editorial Board, *Handelskultuur* (Tallinn).

Founding Co-Editor, *European Political Science Review*.

Board of Directors, Institute of Policy Studies (Belgrade).

<b>PICARD, LOUIS</b>	<b>Percentage of Time in Russian and East European Studies:</b> 25%
Professor, Graduate School of Public and International Affairs; Director of African Studies Program	<b>Languages:</b> Danish (4), French (4), Swahili (4), German (2), Setswana (2), Spanish (2)
Ph.D., University of Wisconsin–Madison, 1977 M.A., University of Wisconsin–Madison, 1970 B.A., University of Michigan, 1965	<b>Overseas Experience:</b> Hungary, Guyana, South Africa, Germany, Czech Republic, Austria, Ghana, Poland, Palestine, Russia, Uganda, England, Denmark, Tanzania, Italy, Botswana, Pakistan, Somalia, Kenya, Swaziland, Togo, Ivory Coast

**Areas of Specialization:** Responsible government, political institutions and anti-corruption methodologies, human development, foreign aid and security policy

**Sample of Courses Recently Taught:** Development Administration: Foreign Aid and Policy, Foreign Policy and Development Management, Foreign Aid and Security Policy

### Selected Publications

With Andrew Konitzer, David Miller, Evgenii Postnikov, Vadim Chumak, Vladimir Ramzaev, Sergei Perov, Lydia Goverdovskaya, Elena Kukol'nikova, Denis Berezovskii and Mikhail Ramzaev. *Konkurentspodobnost' munitsipal'nikh obrazovaniia kak faktor razvitiia regional'noi ekonomiki i predprinimatel'stva.* Samara, Russia: International Market Institute, 2012.

### REES-Related Academic Experience

Provided training for local government officials from Samara, Russia through U.S. Russia Foundation grant to REES and GSPIA, 2011.

<b>PICKETT, JAMES</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Assistant Professor, Department of History	<b>Languages:</b> Persian (4), Russian (4), Arabic (3), Hindi-Urdu (3), Turkic (3), Middle Persian (2)
Ph.D., Princeton University, 2015 M.A., Georgetown University, 2008	<b>Overseas Experience:</b> Uzbekistan, Russia, Tajikistan, India, Pakistan, Afghanistan, Iran, Syria, Kyrgyzstan

**Areas of Specialization:** Eurasia, Islam, Central Asia, Russia, South Asia

**Sample of Courses Recently Taught:** Empires of the Steppe: Eurasia from the Mongols to the Soviets, European Empires in the World, Imperial Russia, Islam and Communism

#### Selected Publications

“Written into Submission: Reassessing Sovereignty through a Forgotten Eurasian Dynasty.” *The American Historical Review* 123, no. 3. June 2018.

“Categorically Misleading, Dialectically Misconceived: Language Textbooks and Academic Complicity in Central Asian Nation-Building Projects.” *Central Asian Survey*. May 2017.

With Matthew Melvin-Koushki. “Mobilizing Magic: Occultism in Central Asia and the Continuity of High Persianate Culture under Russian Rule.” *Studia Islamica*, no. 111. 2016.

“Enemies beyond the Red Sands: The Bukhara-Khiva Dynamic as Mediated by Textual Genre.” *Journal of Persianate Studies*, no. 9. November 2016.

<b>REID, PATRYK</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Postdoctoral Fellow, Department of History and REES	<b>Languages:</b> Russian (4), French (4), Tajik (3), Farsi (3), Polish (3)
Ph.D., University of Illinois, Urbana-Champaign, 2016 M.A., Carleton University, 2006	<b>Overseas Experience:</b> Tajikistan, Russia

**Areas of Specialization:** Transnational and global history, environmental history, modern Central Asia, colonialism and post-colonialism, Russia and the USSR, modern Europe and Middle East

**Sample of Courses Recently Taught:** Capstone Seminar in Russian and East European Studies, European History since 1939, Environmental History: Russian and Formerly Soviet Eurasia

#### Selected Publications

“Everyday Shipping: A Market in Early Soviet Tajikistan.” In “The Economic Turn and Modern Russian History,” *Soviet and Post-Soviet Review* 43, no. 3. November 2016. 271-300.

“‘Tajikistan’s Turksib’: Infrastructure and Improvisation in Economic Growth of the Vakhsh River Valley.” In “Stalinism in Central Asia: Rethinking Early Soviet State Formation from the Periphery,” *Central Asian Survey*. September 2016.

#### REES-Related Academic Experience

Organizer of Central Asian Studies Reading Group, University of Pittsburgh, 2016-present.

Organizer of conference panel, “The Politics of Space and Technology on Modern Asian Rivers.” American Society for Environmental History Annual Conference, Chicago, 2017.

Presented “The Failure of Nationalities Policy in 1930s Tajikistan: Economic Explanations.” ASEES Annual Convention, Washington, D.C., 2016.

<b>ROBINSON, SABRINA</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Instructor, Department of Slavic Languages and Literatures	<b>Languages:</b> Russian (2)
M.F.A., University of Michigan, 2007	<b>Overseas Experience:</b> Russia

**Areas of Specialization:** Russian literature and culture

**Sample of Courses Recently Taught:** Sci-Fi: East and West, Madness and Madmen in Russian Culture, Behind Bars: Cross-Cultural Representations of Prison in the 20<sup>th</sup> Century

<b>RUKHADZE, VASILI</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Visiting Lecturer, Department of Political Science	<b>Languages:</b> Georgian (5), Russian (4), Ukrainian (2)
	<b>Overseas Experience:</b> Georgia

**Areas of Specialization:** Regime change, democratization

**Sample of Courses Recently Taught:** Politics of Revolution, Government and Politics of Russian Federation, Cold War, Politics of Oil, American Foreign Policy after World War II, Competing Perspectives on Global Energy (REES summer study abroad course)

### Selected Publications

“Georgia Signs Unfavorable New Natural Gas Transit Deal with Russia.” *The Jamestown Foundation: Eurasia Daily Monitor* 14, no. 3. 2017.

With Glen Duerr. “Sovereignty Issues in the Caucasus: Contested Ethnic and National Identities in Chechnya, Abkhazia, and South Ossetia.” *Nationalities Affairs* 48, 2016. 30-47.

“Russia Alters Geopolitical Balance in South Caucasus with New Energy Project.” *The Jamestown Foundation: Eurasia Daily Monitor* 13, no. 79. 2016.

### REES-Related Academic Experience

Interview with Georgia-based TV channel “Ertulovneba.” May 16, 2017.

Presentation, “How Do Small Ethnic Communities Survive? The Case of Ingilos, Georgian Muslims, in Azerbaijan,” Annual World Convention of the Association for the Study of Nationalities, May 4-6, 2017.

Panel chair, “Memory, Heritage, and Historical Legacies in the Southern Caucasus,” Annual World Convention of the Association for the Study of Nationalities, May 4-6, 2017.

Invited lecture, “How Diasporas Organize Themselves: The Case of the Georgian Community in the United States,” XXII Congress of Ukrainians in America, Hartford, Connecticut, September 24, 2016.

Interview with Georgia-based news agency “Accent.” August 16, 2016.

<b>SCHEBETTA, DENNIS</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Assistant Professor, Department of Theatre Arts	<b>Languages:</b> Spanish (2), Italian (1)
M.F.A., Virginia Commonwealth University, 2006	<b>Overseas Experience:</b> Canada, Spain, U.K., Italy
	<b>Graduate Advisor:</b> 1 dissertation

**Areas of Specialization:** Acting pedagogy (including Stanislavsky, Meyerhold, and Meisner techniques), physical theatre, directing for stage and film, playwriting, theatre production

**Sample of Courses Recently Taught:** Techniques in Performance Pedagogy; Meisner Techniques; Acting I, II, and III; Introduction to Performance; Directed Study Pedagogy

#### **Selected Publications**

“More Than Repetition: Meisner and BA Performance Training.” *Theatre/Practice: The Online Journal of the Practice/Production Symposium* 6. March 2017.

#### **REES-Related Academic Experience**

Presentation, “Know Your Audience: Communicating Your Work,” Association for Theatre in Higher Education, Chicago, August 2016.

Training, “Arts Oasis,” Residency and International Physical Theatre Workshop (Meyerhold Biomechanics, Michael Chekhov and Jerzy Grotowski), IUGTE, Ameglia, Italy, 2016.

Awarded “Arts Oasis” International Residency for Performers, International University Global Theatre Experience (IUGTE) and Arts Universe, 2016.

<b>SHEAR, ADAM</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Associate Professor, Department of Religious Studies	<b>Languages:</b> Hebrew (4), Spanish (3), French (3), German (3), Italian (3)
Ph.D., University of Pennsylvania, 2003	<b>Overseas Experience:</b> U.K., Italy, Israel, Germany, Netherlands
	<b>Graduate Advisor:</b> 1 dissertation

**Areas of Specialization:** Jewish culture and society in medieval and early modern Europe

**Sample of Courses Recently Taught:** Jews and Judaism (Medieval), Jewish Mysticism, Jews and Judaism (Modern)

#### **Selected Publications**

With Michelle Chesner, Marjorie Lehman, and Joshua Teplitsky. “Old Texts and New Media: Jewish Books on the Move and a Case for Collaboration.” *Digital Humanities, Libraries, and Partnerships A Critical Examination of Labor, Networks, and Community*. Ed. Robin Kear and Kate Joranson. Elsevier, 2018. 61-73.

“Medicine, Science, and Jewish Philosophy.” *Cambridge History of Judaism 1500-1815*, Vol. 7. Ed. Jonathan Karp and Adam Sutcliffe. Cambridge: Cambridge University Press, 2017.

<b>SKINNER, CHARLES</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Adjunct Professor, Graduate School of Public and International Affairs	<b>Languages:</b> Bosnian/Croatian/Serbian (3), German (5), French (3), Spanish (2)
Ph.D., Harvard University, 1979 A.M., Harvard University, 1970	<b>Overseas Experience:</b> Serbia, Germany, U.K., Belgium, Jamaica

**Areas of Specialization:** Transatlantic relations, NATO and the EU, U.S. diplomacy and foreign policy, modern international history with focus on policymaking

**Sample of Courses Recently Taught:** NATO and Alliance Management, Foreign Policy and Diplomacy, International History

#### **Selected Publications**

“NATO at a Crossroads.” Op-ed on NATO’s Riga Summit. *Pittsburgh Post-Gazette*. December 10, 2006.

#### **REES-Related Academic Experience**

Presented “An Insider’s View of US-European Union Relations: What Should the Next Administration Expect?” at Vanderbilt University, Nashville, November 2007.

Worked as a U.S. Department of State official on key foreign policy issues, including German reunification, NATO interventions in the Balkans. post-Cold War reorientation, U.S.-European Union relations, and Cyprus conflict (1989-2006). Served as deputy political advisor for operations during NATO’s missions to Bosnia and Kosovo.

<b>SMITH, SCOTT</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Lecturer, Department of History	
Ph.D., University of Pittsburgh, 2004	

**Areas of Specialization:** 19<sup>th</sup> Century Russia, Early 19<sup>th</sup> Century Britain, Early America

**Sample of Courses Recently Taught:** Russia from Kievan Rus’ to 1860, Russia to 1917, Cold War America in the World

<b>STEPANOVA-SIPPER, NATALYA</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Adjunct Professor, School of Law	<b>Languages:</b> Russian (5), Ukrainian (2), Uzbek (2)
LL.M., University of Pittsburgh, 1999 Master of Law, Tashkent State Law Institute, 1995	<b>Overseas Experience:</b> Ukraine, Uzbekistan, Russia

**Areas of Specialization:** Civil, commercial, constitutional, foreign investment, criminal and human rights laws

**Sample of Courses Recently Taught:** Introduction to Russian and Uzbek Legal Systems, Introduction to the Legal Theory of the Commonwealth of Independent States

### Selected Publications

*Introduction to Russian and Uzbek Legal Systems.* University of Pittsburgh Press. 5<sup>th</sup> ed, 2013. 6<sup>th</sup> ed, 2015. 7<sup>th</sup> ed, 2017.

### REES-Related Academic Experience

Independent expert on Uzbek law, U.S. Department of Justice. Prepared expert report on case concerning forfeiture of USD 300 million in assets and property of the Government of Uzbekistan (2015).

Country of Origin Expert: Uzbekistan, International Refugee Rights Initiative (2014-present).

Licensed Leading Legal Advisor to state agencies and legal entities in Uzbekistan, granted by Ministry of Justice of Uzbekistan (1996-present).

<b>SWAN, OSCAR</b>	<b>Percentage of Time in Russian and East European Studies: 100%</b>
Professor, Department of Slavic Languages and Literatures; Academic Director, Slavic, East European, and Near Eastern Summer Language Institute	<b>Languages:</b> Polish (4), Russian (3), Slovak (2), Hungarian (2)
Ph.D., University of California, Berkeley, 1972 M.A., University of California, Berkeley, 1966	<b>Overseas Experience:</b> Poland, Slovakia, Russia
	<b>Graduate Advisor:</b> 3 dissertations

**Areas of Specialization:** Polish language, literature, culture, pedagogy, and lexicology; Old Church Slavic; Russian morphology

**Sample of Courses Recently Taught:** Beginning, Intermediate, and Advanced Polish; Polish through Film; Old Church Slavic; Historical Russian Grammar

### Selected Publications

With Jędrzej Kitowicz. *Polish Customs and Culture in the Reign of the Last Saxon King.* Translation with introduction and commentary. Central Eastern European University Press, EDP, 2017.

*Kaleidoscope of Poland: A Cultural Encyclopedia.* Pittsburgh: University of Pittsburgh Press, 2015.

*A Reader in Contemporary Polish.* London: Routledge Publishers, 2014.

*Polish Language Website* with language course, dictionary, and reference grammar.



<b>THUM, GREGOR</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
Associate Professor, Department of History	<b>Languages:</b> German (5), Polish (3), Russian (4), Italian (2)
Ph.D., Europa-Universität Viadrina Frankfurt (Oder), 2002 M.A., Freie Universität Berlin, 1995	<b>Overseas Experience:</b> Germany, Russia, Poland
	<b>Graduate Advisor:</b> 2 dissertations

**Areas of Specialization:** Modern German and Central European history, Polish-German relations, nationalism, ethnic conflict, forced migration

**Sample of Courses Recently Taught:** Retribution, Reconstruction, Reconciliation in Postwar Europe; Modern Polish History; Concepts behind European Integration, 1914 to the Present

#### **Selected Publications**

“A Society of Refugees: Poland's Western Territories after 1945.” *German Historical Institute*, Washington, D.C. April 2017.

“Megalomania and Angst. The Nineteenth-Century Mythicization of Germany's Eastern Borderlands.” *Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands*. Ed. Omer Bartov and Eric Weitz. Bloomington: Indiana University Press, 2013. 42-60.

#### **REES-Related Academic Experience**

Chair, Advisory Board, Federal Institute for the Culture and History of Germans in Eastern Europe, Oldenburg, Germany, 2014–2017.

<b>VIDIC, RADISAV</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Professor and Chair, Civil and Environmental Engineering	<b>Languages:</b> Bosnian/Croatian/Serbian (5), German (2)
Ph.D., University of Cincinnati, 1992 M.S., University of Illinois, 1989	<b>Overseas Experience:</b> Serbia, Croatia, Montenegro, Sweden

**Areas of Specialization:** Environmental engineering, water quality and treatment, water reuse, physical and chemical treatment, absorption, disinfection

**Sample of Courses Recently Taught:** Introduction to Environmental Engineering, Physical-Chemical Principles in Environmental Engineering, Environmental Engineering Processes

#### **Selected Publications**

With Brantley, S.L., Vidic, R.D., Brasier, K., Yoxtheimer, D., Pollak, J., Wilderman, C., & Wen, T. “Engaging over data on fracking and water quality: Data alone aren't the solution, but they bring people together.” *Science* 359, no. 6374. 2018. 395-397.

#### **REES-Related Academic Experience**

Presented “Phytoremediation for Environmental Cleanup” at Department of Civil Engineering, University of Belgrade, Serbia, July 2007.

Consultant to Public Health Institute of Belgrade on “Update of hazard indicators for the city of Belgrade,” 2003-2005.

Key expert on “Feasibility Study for Hazardous and Medical Waste Management in Serbia” at European Agency for Reconstruction in Belgrade, 2003-2004.

<b>VOTRUBA, MARTIN</b>	<b>Percentage of Time in Russian and East European Studies: 100%</b>
Senior Lecturer, Department of Slavic Languages and Literatures	<b>Languages:</b> Slovak (5), Czech (5), Russian (3), Polish (3), German (3)
Ph.D., Comenius University, 1985 Ph.Dr., Comenius University, 1983 M.A., Comenius University, 1972	<b>Overseas Experience:</b> Slovakia, Czech Republic, Poland, Hungary
	<b>Graduate Advisor:</b> 2 dissertations

**Areas of Specialization:** Slovak language, history, culture, film, and immigration; Slovak and West Slavic linguistics; communism and its collapse in Central Europe

**Sample of Courses Recently Taught:** Elementary, Intermediate, and Advanced Slovak; A Cultural History of Slovakia; The Year Communism Crumbled; Czech and Slovak Cinema

### Selected Publications

“Linguistic Minorities in Slovakia.” *Linguistic Minorities in Central and Eastern Europe: A Slovak-English Contrastive Grammar*. Revised ed. 2008.

“Highwayman’s Life: Extant Documents about Jánošík.” *Slovakia* 39, no. 72-73, 2007. 61-86.

“Trends in 20th Century Slovak Filmmaking.” *Slovakia* 37, 2005.

### REES-Related Academic Experience

AATSEEL Excellence in Teaching Award, 2011.

Medal of Honor, Ambassador of the Slovak Republic to the U.S.

<b>WEISS, MARTIN</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Professor, Interim Chair, and Associate Dean, School of Computing and Information	<b>Overseas Experience:</b> Kosovo, Germany
Ph.D., Carnegie Mellon University, 1988 M.S.E., University of Michigan, 1979 B.S.E., Northeastern University, 1978	<b>Languages:</b> German (4), Spanish (1), French (1)
	<b>Graduate Advisor:</b> 3 dissertations

**Areas of Specialization:** New technologies, cost modeling of telecommunications technologies

**Sample of Courses Recently Taught:** Telecommunications Industry and Regulation.

### Selected Publications

With Gomez, M. M. “Wireless Network Virtualization: Opportunities for Spectrum Sharing in the 3.5GHz Band.” *EAI Endorsed Transactions on Wireless Spectrum* 17, no. 12. 2017.

### REES-Related Academic Experience

Co-Director of Kosovo Telecommunications Project, a USAID-funded partnership between the University of Pittsburgh and University of Pristina to establish a master’s degree program in Telecommunications at Pristina based on experiential learning, 2008-2011.

<b>WEZEL, KATJA</b>	<b>Percentage of Time in Russian and East European Studies: 50%</b>
DAAD Visiting Assistant Professor, Department of History	<b>Languages:</b> German (5), Latvian (3), Russian (3), French (2)
Ph.D., Ruprecht-Karls-University Heidelberg, 2011 M.A., Ruprecht-Karls-University Heidelberg, 2004	<b>Overseas Experience:</b> Latvia, Belgium, Russia, Germany
	<b>Graduate Advisor:</b> 2 dissertations

**Areas of Specialization:** Baltic, German, and East European history in the 19th and 20th centuries; nationalism, memory politics

**Sample of Courses Recently Taught:** Introductory Seminar: The European Revolution(s) of 1989-1991, Nationalism, Comparative European History, History of the Russian Revolution

#### Selected Publications

- “Memory Conflicts as Barrier for Reconciliation: Post-Soviet Disputes between the Baltic States and Russia.” *Societies in Transition. The Former Soviet Union and East Central Europe between Conflict and Reconciliation*. Eds. Lily Gardner Feldman. Göttingen: Vandenhoeck & Ruprecht. Forthcoming, 2018.
- “Transcending Borders: Riga’s Baltic German Entrepreneurs in an Era of Nationalism, Revolution and War.” *Journal of Baltic Studies* 48, no. 1. 2017. 39-54.

<b>WILLIAMS, PHIL</b>	<b>Percentage of Time in Russian and East European Studies: 25%</b>
Professor, Graduate School of Public and International Affairs; Director, Matthew B. Ridgway Center for International Security Studies	<b>Overseas Experience:</b> Russia, Kyrgyzstan
Ph.D., University of Southampton, 1988 M.S., University College of Wales, Aberystwyth, 1970	<b>Graduate Advisor:</b> 6 dissertations

**Areas of Specialization:** Security studies, foreign policy analysis, transnational organized crime, terrorism

**Sample of Courses Recently Taught:** Transnational Organized Crime, Violent Non-State Actors, International Drug Trafficking, Problems in International Security, Foreign Policy and Diplomacy, Criminal Intelligence Analysis

#### Selected Publications

- Cyberspace: Malevolent Actors, Criminal Opportunities and Strategic Competition*. Eds. Phil Williams and Dighton Fiddner. Carlisle, PA: Strategic Studies Institute and US Army War College Press, 2016.
- “Transnational Organized Crime and Security.” *Security Studies: An Introduction*. Ed. Paul Williams. London: Routledge, 2012.
- “Organized Crime in Russia and the Commonwealth of Independent States.” *Eastern Europe, Russia, and Central Asia*. London: Europa, 2007.

<b>WISNOSKY, MARC</b>	<b>Percentage of Time in Russian and East European Studies: 100%</b>
Instructor, Department of Slavic Languages and Literatures	<b>Languages:</b> Russian (3), French (3)
Ph.D., University of Pittsburgh, 2015 M.A., University of Pittsburgh, 2003	<b>Overseas Experience:</b> Russian

**Areas of Specialization:** Orthodox Christian education, education in Russia

**Sample of Courses Recently Taught:** Cross-Cultural Representations of Prison in the 20<sup>th</sup> Century, Russian Fairy Tales, Vampire: Blood and Empire

#### **Selected Publications**

With Tatyana Tsyrlina-Spady. "Russia." *Religion and Nationhood: Insider and Outsider Perspectives on Religion Education in England*. Ed. Brian Gates. Mohr Siebeck: Tübingen, Germany, 2016.

*Encyclopedia of Christianity in the United States*. Eds. George Thomas Kurian and Mark A. Lamport. Rowman & Littlefield: New York, 2016.

"Secular Russia's Fundamentals of Orthodox Culture: Curriculum, Textbook, and Controversy." *International Studies in Education* 13, no. 1. 2013. 32-43.

<b>WRIGHT, J.D.</b>	<b>Percentage of Time in Russian and East European Studies: 75%</b>
Visiting Lecturer, Department of Slavic Languages and Literatures	<b>Languages:</b> Middle English (4), Spanish (3), Latin (3), Russian (2)
Ph.D., University of Pittsburgh, 2015 J.D., The College of William and Mary, 1992	

**Areas of Specialization:** Slavic cultures and literatures in translation, English Renaissance, devotional literatures

**Sample of Courses Recently Taught:** Behind Bars: Cross-Cultural Representations of Prison in the 20<sup>th</sup> Century; Law, Literature, and Cinema; Russian Fairy Tales; Vampire: Blood and Empire

#### **Selected Publications**

"Nanofiction and the Limits of the Form: Insights from the 420-Character Fictions of Lou Beach." *Critical Insights: Flash Fiction*. Eds. Michael Cocchiarale and Scott D. Emmert. Ipswich, MA: Grey House Publishing, 2017. 206-220.

"Recreation and Re-Creation." *The Compleat Angler: Incarnational Theology, Imitatio Christi, and the Ludic Text*. Play's the Thing: Phenomenology and Play in Early Modern Literature. Santa Barbara, CA. March 2016.

"Rights and Writing: Worlds and Words in Law and Literature." Worlds and Words: An Interdisciplinary Humanities Conference. Carrollton, GA. October 2014.

## **LIBRARY STAFF**

<b>CARTER, BRENDA</b>	<b>Date of Appointment:</b> 1998
Slavic Languages Catalogue Librarian, University Library System	<b>Languages:</b> Russian (3), Polish (2)
M.L.S., University of Pittsburgh, 1994 B.A., University of Pittsburgh, 1989	

### **Work Experience**

Slavic Languages Catalogue Librarian/Team Leader, University Library System, University of Pittsburgh, 1998-present.

Administrative Assistant, Chatham College, 1997.

Public Services Librarian, University Library System, University of Pittsburgh, 1995-1996.

Monographic Cataloguer, Russian Academy of Sciences Project, Center for Research Libraries, Chicago, 1994-1995.

<b>LOWERY, MICHAEL</b>	<b>Date of Appointment:</b> 1993
Slavic Cataloging Associate, University Library System	<b>Languages:</b> Russian (3), Czech (2), Slovak (2), Polish (2), Macedonian (2), German (2), French (2), Spanish (2)
B.A., University of Pittsburgh, 1989	

### **Work Experience**

Slavic Cataloging Associate, University Library System, University of Pittsburgh, 1993-present.

Russian Translator, Raleigh-Durham Skyhawks Football Club, 1991.

Staff Assistant, University Library System, University of Pittsburgh, 1987-1990.

<b>PENNELL, DANIEL</b>	<b>Date of Appointment:</b> 2015
Curator for Slavic, European, and Global Studies, University Library System	<b>Languages:</b> Russian (4), Romanian (4), German (3)
M.L.S., Indiana University, 2001 M.A., Indiana University, 1999	<b>Overseas Experience:</b> Romania, Russia, Belarus, Ukraine, Moldova

**Areas of Specialization:** Slavic and East European collection development, Balkan history

**Courses Recently Taught:** Nationalism in the Balkans: 1804-Present

### **Selected Publications**

“Book Chambers and National Bibliographies in Belarus, Ukraine, and Moldova since 1991.”

*Newspapers: Legal Deposit and Research in the Digital Era*. Ed. Harmut Walravens.

Berlin: De Gruyter, 2011. 129-134.

“The Fate of Book Chambers and National Bibliographies in Belarus, Ukraine, and Moldova since 1991.” *Slavic and East European Information Resources* 11, no. 1. 2010. 10-20.

“American Perceptions of Romania’s Treatment in the American Press, 1944-1949.” *US-Romanian Relations in the Twentieth Century*. Cluj-Napoca: Presa Universitară Clujeană, 2010. 189-214.

## CENTER FOR RUSSIAN AND EAST EUROPEAN STUDIES STAFF

<b>MAGDÓ, ZSUZSÁNNÁ</b>	<b>Date of Appointment:</b> 2016
Acting Associate Director and Outreach Coordinator, Center for Russian and East European Studies	<b>Languages:</b> Hungarian (5), Romanian (4), German (3), French (2), Spanish (2), Italian (2)
Ph.D., University of Illinois, Urbana-Champaign, 2016	<b>Overseas Experience:</b> Romania, Hungary, Bulgaria, Serbia, Montenegro

**Areas of Specialization:** History of modern Eastern Europe; empires, nationalism, and minorities; communism; lived religion and socialist atheism; modern utopias.

### **Academic and Administrative Appointments**

Acting Associate Director, Center for Russian and East European Studies, University of Pittsburgh, April 2018 to present.

Outreach Coordinator, Center for Russian and East European Studies, University of Pittsburgh, May 2017 to present.

Assistant Director for Partnerships and Programming, Center for Russian and East European Studies, University of Pittsburgh, October 2016 to present.

Programming, Outreach, and Publicity Assistant, Center for Global Studies, University of Illinois, Urbana-Champaign, January to August 2016.

Instructor of History, University of Illinois, Urbana-Champaign, August to December 2014.

Programming, Outreach, and Publicity Assistant, Russian, East European, and Eurasian Center, University of Illinois, Urbana-Champaign, June 2012 to August 2014.

Editorial Assistant, *Slavic Review: Interdisciplinary Quarterly of Russian, East European, and Eurasian Studies*, University of Illinois, Urbana-Champaign, 2006-2007 and 2012-2014.

Teaching Assistant, Department of History, University of Illinois, Urbana-Champaign, 2004-2005, 2008, and 2011-2012. Courses taught included: "Utopias in World History after 1945," "Global History since 1300," and "Western Civilization since 1660."

### **Selected Publications**

"Romanian Spirituality in Ceaușescu's 'Golden Epoch': Social Scientists Reconsider Atheism, Religion, and Ritual Culture." *Communism, Science, and Religion in Cold War Europe*. Eds. Paul Betts and Stephen A. Smith. London: Palgrave MacMillan, St. Antony's Series, 2016.

"Mass Enlightenment, Atheism and the Romanian Socialist Nation: The Society for the Dissemination of Culture and Science, 1949–1963." *Politici culturale și modele intelectuale în România*. Eds. Lucian Nastasă and Dragoș Sdrobiș. Cluj: Editura Mega, 2013.

"Pentecost at Csíksomlyó – A Hungarian National Holiday?" *Plural: Magazine of the Romanian Cultural Institute*, Bucharest 27, no. 1. 2006. Special Issue: The Continent of Romania: Romania's National Minorities.

<b>BEHRENDT, ANDREW</b>	<b>Date of Appointment:</b> 2016
Academic Advisor, Center for Russian and East European Studies	<b>Languages:</b> Hungarian (3), German (3)
Ph.D., University of Pittsburgh, 2016 M.A., University of Chicago, 2008	<b>Overseas Experience:</b> Hungary, Romania, Austria, U.K., Poland

### Work Experience

*NewsNet* Editor and Program Coordinator, Association for Slavic, East European, and Eurasian Studies, October 2016 to present.

Academic Advisor, Center for Russian and East European Studies, University of Pittsburgh, January 2016 to present.

Teaching Fellow, Department of History, University of Pittsburgh, August 2012 to April 2016.

### Selected Publications

“Strangers and Friends: Promoting Tourism and Defining Relationships in Post-Imperial Austria and Hungary.” *Das Erbe der Habsburgermonarchie in den Nachfolgestaaten (Brüche und Kontinuitäten)*. Ed. Ulrike Harmat. Forthcoming, 2018.

“Little Data Streams to the Big Data River: Data-Based Solutions to Non-Data Questions and Their Implications for the CHIA Project.” *Journal of World-Historical Information* 2. 2015.

“Educating Apostles of the Homeland: Tourism and *Honismeret* in Interwar Hungary.” *Hungarian Cultural Studies* 7. 2014.

<b>GUILLOREY, SEAN</b>	<b>Date of Appointment:</b> 2017
Digital Scholarship Curator, Center for Russian and East European Studies	<b>Languages:</b> Russian (4)
Ph.D., University of California, Los Angeles, 2009 M.A., University of California, Riverside, 1999	<b>Overseas Experience:</b> Russia, Ukraine

### Work Experience

Digital Scholarship Curator, REES, 2017-present.

Host of *Sean’s Russia Blog (SRB) Podcast*, 2015-present.

Freelance Journalist, Researcher, and Translator, 2014-present.

Managing Editor of *Carl Beck Papers in Russian and East European Studies*, 2014-2016.

UCIS/REES Postdoctoral Fellow, 2011-2014.

Visiting Assistant Professor, Northern Illinois University, 2010-2011.

### Selected Publications

“Our Men in Moscow.” *Bookforum*. April/May 2018.

“Arrested Development.” *Bookforum*. Sept./Oct./Nov. 2017.

“What is a Russian Oligarch.” *New Eastern Europe*. 5 September 2017.

“The Depths of Russia.” *Kontrapunkt* 8, 2017.

“Profiles in Exhaustion and Pomposity: The Everyday Life of Komsomol Cadres in the 1920s.” *Carl Beck Papers in Russian and East European Studies*, no. 2303, 2014.



<b>McGOUGH, TRICIA</b>	<b>Date of Appointment:</b> 2013
Publications Designer and Communications Assistant, Center for Russian and East European Studies	<b>Languages:</b> French (2), German (2)
B.A., University of Pittsburgh, 1996	

### Work Experience

Publications Designer and Communications Assistant: Center for Russian and East European Studies, European Studies Center, and University Center for International Studies, University of Pittsburgh, October 2015 to present.

Freelance Designer, University Center for International Studies, University of Pittsburgh, November 2013 to September 2015.

Editorial Assistant, Center for Russian and East European Studies, University of Pittsburgh, January 2013 to October 2013.

Freelance Designer, January 2000 to December 2013.

Communications Assistant, Annenberg Institute for School Reform, Brown University, December 1997 to December 1999.

Post-Award Manager, Office of Research, Brown University, May 1996 to November 1997.

<b>PEIRCE, GINA</b>	<b>Date of Appointment:</b> 1999
Assistant Director for Grants and Assessment, Center for Russian and East European Studies	<b>Languages:</b> Russian (3), Czech (2), German (2), Spanish (2)
M.A., University of Pittsburgh, 2015 M.A., University of Michigan, 1997	<b>Overseas Experience:</b> Czech Republic, Russia, Slovakia, Poland, Hungary

### Work Experience

Assistant Director, Center for Russian and East European Studies, University of Pittsburgh, October 1999 to present.

Outreach Coordinator, Center for Russian and East European Studies, University of Pittsburgh, October 1999 to April 2017.

Assistant Coordinator, USIA Community Connections Program, Pittsburgh Council for International Visitors, September 1997 to October 1999.

Research Assistant, Center for Political Studies/Institute for Social Research, University of Michigan, May 1996 to December 1996.

### Selected Publications

“Representational and Processing Constraints on the Acquisition of Case and Gender by Heritage and L2 Learners of Russian: A Corpus Study.” *Heritage Language Journal* 15, no. 1. April 2018. 95-115.

“1968 and Beyond: From the Prague Spring to ‘Normalization’” and “*Temptation*: Václav Havel’s ‘Irrational’ Rebellion against Socialist Realism.” Essays in program book for Pittsburgh Irish & Classical Theatre production of Tom Stoppard’s *Rock ‘n’ Roll*. May 2009.

“‘Irrational’ Rebellions against Socialist Realism: Czech and Russian Variations on the Legend of Faust.” *Vestnik, The Journal of Russian and Asian Studies*. Spring 2006.

<b>WALMSLEY, KIERSTEN</b>	<b>Date of Appointment:</b> 2016
Administrative and Program Assistant, Center for Russian and East European Studies	<b>Languages:</b> Spanish (2)
MPIA, University of Pittsburgh, 2015	<b>Overseas Experience:</b> Russia, Estonia, Latvia, Lithuania, Poland, Czech Republic, Germany

### **Work Experience**

Administrative and Program Assistant, Center for Russian and East European Studies, University of Pittsburgh, October 2016 to present.

Administrative Assistant, Carnegie Mellon University, December 2015 to October 2016.

Student Ambassador, Global Studies Center, University of Pittsburgh, September 2014 to April 2015.

Constituent Services Intern, Office of Senator Robert P. Casey, Jr., April 2014 to August 2014.

Refugee Intern, Jewish Family and Children's Service, January 2013 to June 2013.

## **PROGRAM EVALUATION CONSULTANT**

<b>RIECKS, MARTHA</b>
Evaluation Consultant, University Center for International Studies (including all international and area studies centers), University of Pittsburgh, 2012 to present
MPA, University of Pittsburgh, 2008

**Areas of Specialization:** Logic model development for nonprofit organizations, development and implementation of outcomes-based program evaluations, survey development and analysis

### **Work Experience**

Principal, Martha Riecks Consulting ([www.askandevaluate.org](http://www.askandevaluate.org)), 2010 to present.

Director, Alumnae Relations and Program Services, Girl Scouts of Western Pennsylvania, 2006 to 2010.

Marketing Manager and Development Assistant, National Aviary, 2003 to 2005.

Development Coordinator, Membership Coordinator and Development Assistant, Toledo Botanical Garden, 2000 to 2003.

## DESCRIPTIONS OF PROSPECTIVE NRC-FUNDED POSITIONS

Position Title	Salary	Support for Effort	Position Description
<b><i>Language Instruction</i></b>			
Slavic, East European, and Near Eastern Summer Language Institute Instructor	\$6,500 for one intensive summer course per year	100% NRC support for one course	The SLI instructor will be selected competitively on a yearly basis to provide one 6-week intensive course in a REES-area language through the Slavic, East European, and Near Eastern Summer Language Institute. The SLI instructor will have language pedagogy training and will teach a designated language and level based on the needs of the Institute in a given year. In addition, the instructor will incorporate cultural competence training into their coursework. The SLI instructor will also take part in professional development training, administer OPI or other proficiency testing to measure student learning, and assist with SLI outreach. In Year 1, REES anticipates this position will be open to instructors qualified to teach intermediate Bosnian/Croatian/Serbian.
Less-Commonly-Taught Languages Center (LCTLC), East European and Eurasian Language Instructor	\$6,350 for two courses per academic year	100% NRC support for two courses	The LCTLC language instructor will have at least near-native proficiency in a REES-area language and will have language pedagogy training. The instructor will teach two academic year courses in a designated language and level(s) based on the needs of the LCTLC and REES in a given year, take part in professional development training, and administer OPI or other proficiency testing to assess student learning. In Year 1, REES anticipates this position will be open to instructors qualified to teach beginning and/or intermediate Hungarian.
<b><i>Area Instruction</i></b>			
Instructor for summer study abroad program on global energy issues, hosted by overseas partner institution in the REES region	\$4,000 for one summer course, offered biennially (including \$3,000 from NRC)	75% NRC support; 25% will be covered by REES	The faculty member will be from a social science discipline and will be qualified to teach an interdisciplinary graduate course exploring business and policy questions related to natural gas and other energy resources in the REES region from a comparative global perspective. He/she will work closely with REES administrators to organize domestic and international field visits to multinational natural gas producers, government institutions, nonprofit organizations, think tanks, and university research centers. This course will run biennially and will enroll graduate students in professional programs such as business, law, and public policy, along with upper-level undergraduates interested in careers in these sectors. The instructor may be a part-time faculty member paid a standard rate for one course, or a full-time faculty member given a course buyout.

Instructor, interdisciplinary capstone seminar for REES certificate students	\$4,000 for one academic year course, offered biennially	100% NRC support for one course	The faculty member will be from a social science or humanities discipline and will be qualified to design and teach an undergraduate interdisciplinary capstone seminar. He/she will work closely with the REES Academic Advisor to create the content, implement the course, and advise student capstone projects for the course. The instructor may be a part-time faculty member paid a standard rate for one course, or a full-time faculty member given a course buyout.
Instructor, Central Asian Water Future course	\$4,000 for one academic year course, offered biennially	100% NRC support for one course	The instructor will be from the College of Business Administration and may be either a part-time faculty member paid for one course, or a full-time faculty member given a course buyout. While teaching this undergraduate course in Spring 2020 and Spring 2022, the instructor will be responsible for coordinating with the curriculum development team of REES's "Water in Central Asia" project, which is funded in part by a grant from the National Endowment for the Humanities.
<b>Programming</b>			
Foreign Language Across the Curriculum (FLAC) Coordinator	\$57,600 per year (including \$4,800 through REES)	8.33% REES NRC support; 41.67% other Pitt Title VI centers; 50% Dietrich School of Arts & Sciences	The FLAC coordinator will assist all of the Pitt UCIS area studies centers in expanding their FLAC offerings. The Pitt coordinator will work closely with the University of North Carolina's (UNC) FLAC Coordinator, who will act as a mentor. The coordinator will be tasked with implementing a FLAC program at Pitt, including course development, instructor training, organizing a FLAC pedagogy workshop, and program evaluation. The coordinator will also attend a conference at UNC each year for professional development. The coordinator will be a language instructor in Pitt's Dietrich School of Arts and Sciences. The UCIS centers will split the costs of 50% of the coordinator's salary with Arts & Sciences, so that the coordinator can devote half time to FLAC development. REES's salary portion represents 1/6 of the total 50% NRC support requested by all Pitt centers.
Graduate Student Assistant (GSA)	\$7,718 stipend per year, plus 12 credits of tuition	100% NRC support for stipend; all tuition remission will be covered by REES	The GSA will work 10 hours per week to fulfill the following responsibilities: assist REES professional staff with data collection for program assessment and grant reporting; support implementation of the annual European and Eurasian Undergraduate Research Symposium; and facilitate organization, publicity, and correspondence for other REES outreach programs. The proposed salary is based on the University's standard rate for half-time GSAs. NRC funds will finance 100% of the stipend, while REES will cover the tuition remission portion of GSA compensation.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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**U.S. DEPARTMENT OF EDUCATION  
NATIONAL RESOURCE CENTER/FLAS**

**University of Pittsburgh – Center for Russian and East European Studies**

**August 15, 2018 – August 14, 2022**

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<b>ITEM &amp; EXPLANATION</b>	<b>Year 1 (2018)</b>	<b>Year 2 (2019)</b>	<b>Year 3 (2020)</b>	<b>Year 4 (2021)</b>	<b>Priorities</b>	<b>Narrative Page Refs.</b>
<b>PERSONNEL AND FRINGE BENEFITS</b>						
<b>1. Language Instruction</b>						
a. Slavic, East European, and Near Eastern Summer Language Institute instructor (one intensive course)	6,500	6,500	6,500	6,500		4, 25, 31, 40
b. Faculty fringe at 29.9%	1,944	1,944	1,944	1,944		4, 25, 31, 40
c. Less-Commonly-Taught Languages Center, East European and Eurasian language instructor (two academic-year courses)	6,350	6,350	6,350	6,350		4, 31
d. Faculty fringe at 29.9%	1,899	1,899	1,899	1,899		4, 31
e. Instructor of Russian language trailer for Russian Fairy Tales course, Robert Crane	2,000		2,000			5, 29, 34
f. Faculty fringe at 29.9%	598		598			5, 29, 34
<b>Subtotal, Language Instruction:</b>	<b>19,290</b>	<b>16,692</b>	<b>19,290</b>	<b>16,692</b>		
<b>2. Area Instruction</b>						
a. REES Visiting Lecturer in Political Science, Vasili Rukhadze (cost-shared with A&S)	15,000	12,500	12,500	11,000		2, 23
b. Faculty fringe at 29.9%	4,485	3,738	3,738	3,289		2, 23
c. Instructor for summer study abroad program on global energy issues, hosted by overseas partner institution in REES region		3,000		3,000		4, 29, 39, 47
d. Faculty fringe at 29.9%	-	897	-	897		4, 29, 39, 47
e. Interdisciplinary capstone seminar for REES certificate students	4,000		4,000			4, 19, 29, 37
f. Faculty fringe at 29.9%	1,196		1,196	-		4, 19, 29, 37
g. Course on Balkan cultures, co-taught by Slavic and Anthropology faculty (Ljiljana Duraskovic and Robert Hayden, cost-shared with A&S)		3,700		3,700		4, 30
h. Faculty fringe at 29.9%	-	1,106	-	1,106		4, 30
i. Central Asian Water Future course, taught by Business faculty		4,000		4,000		3, 29
j. Faculty fringe at 29.9%	-	1,196	-	1,196		3, 29
<b>Subtotal, Area Instruction:</b>	<b>24,681</b>	<b>30,137</b>	<b>21,434</b>	<b>28,188</b>		
<b>3. Administration and Programming</b>						
a. Outreach Coordinator, Zsuzsanna Magdo, 35%	20,485	20,894	21,312	21,738		2, 11, 42, 46
b. Staff fringe at 36.2%	7,415	7,564	7,715	7,869		2, 11, 42, 46
c. Center Administrator, Gina Peirce, 35%	20,445	20,854	21,271	21,696		2, 11
d. Staff fringe at 36.2%	7,401	7,549	7,700	7,854		2, 11
e. Digital Scholarship Curator, Sean Guillory, 30%	9,000	9,000	9,000	9,000	<b>API</b>	2, 11, 14, 20, 47
f. Staff fringe at 36.2%	3,258	3,258	3,258	3,258		2, 11, 14, 20, 47

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ITEM & EXPLANATION	Year 1 (2018)	Year 2 (2019)	Year 3 (2020)	Year 4 (2021)	Priorities	Narrative Page Refs.
<b>PERSONNEL AND FRINGE BENEFITS (continued)</b>						
g. Foreign Language Across the Curriculum (FLAC) Coordinator (1/2 time, cost-shared with other UCIS centers)	4,800	4,944	5,092	5,245		5, 33
h. Staff fringe at 36.2%	1,738	1,790	1,843	1,899		5, 33
i. Graduate Student Assistant (GSA) for outreach programs and Undergraduate Research Symposium (1/2 time)	7,718	7,911	8,109	8,312		2, 11
j. Graduate Student Assistant fringe at 50%	3,859	3,956	4,055	4,156		2, 11
<b>Subtotal, Administration and Programming:</b>	<b>86,118</b>	<b>87,719</b>	<b>89,355</b>	<b>91,027</b>		
<b>TRAVEL</b>						
<b>1. Domestic Travel</b>						
a. REES staff airfares and maintenance for travel to professional meetings	2,000	2,000	2,000	2,000		2, 11
b. FLAC Coordinator airfare and maintenance for travel to Cultures and Languages Across the Curriculum professional conference	1,500					5, 33
<b>Subtotal, Domestic Travel:</b>	<b>3,500</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>		
<b>2. International Travel</b>						
a. Slavic Bibliographer (Daniel Pennell) airfare and maintenance in East Europe/Eurasia for library exchanges with overseas partner institutions	2,000	2,000	2,000	2,000		2, 27
b. Instructor airfare and maintenance for summer study abroad program on global energy issues, hosted by overseas partner institution in REES region		3,000		3,000		4, 29, 39, 47
<b>Subtotal, International Travel:</b>	<b>2,000</b>	<b>5,000</b>	<b>2,000</b>	<b>5,000</b>		
<b>SUPPLIES</b>						
1. Library acquisitions, general REES collection	15,000	12,000	15,000	12,000		2, 25-27
2. Library acquisitions, Central Asian collection	2,500	2,500	2,500	2,500		2, 25-26
3. Films from Russia, Eastern Europe and Eurasia	2,500	2,500	2,500	2,500		2, 27, 48
4. Virtual reality classroom technology sets for "Global 360" program visits to K-12 schools by Pitt study abroad returnees (cost-shared with other UCIS centers)	400					7, 19
5. Mailings and promotional materials for public lecture series, conferences, student and community outreach events	500	500	500	500		8, 46-48
6. Mailings and promotional materials for Summer Language Institute	500	500	500	500		4, 25, 31, 40
<b>Subtotal, Supplies:</b>	<b>21,400</b>	<b>18,000</b>	<b>21,000</b>	<b>18,000</b>		



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**University of Pittsburgh – Center for Russian and East European Studies**

**August 15, 2018 – August 14, 2022**

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<b>ITEM &amp; EXPLANATION</b>	<b>Year 1 (2018)</b>	<b>Year 2 (2019)</b>	<b>Year 3 (2020)</b>	<b>Year 4 (2021)</b>	<b>Priorities</b>	<b>Narrative Page Refs.</b>
<b>OTHER</b>						
<b>1. Outreach Activities</b>						
a. Speakers for pre-service and in-service K-12 teachers' professional development workshops, including "Global Issues through Literature" and "Interdisciplinary Global Educators" series with other UCIS centers	1,500	1,500	1,500	1,500	<b>AP2, CP2</b>	6, 41-42
b. Speakers for week-long Summer Institute for Pennsylvania Teachers, with Pitt's College in High School program and other UCIS centers	1,500	1,500	4,500		<b>AP2</b>	6, 42
c. Teacher honoraria and student transportation for Partnership for Advancing Globalized Education (PAGE) program with Pitt School of Education, other UCIS centers, and local high school social studies and foreign language programs	2,500	2,500	2,500	2,500	<b>AP2, CP2</b>	7, 19, 43
d. Field trip transportation and speakers for REES outreach with Pittsburgh Public Schools' high school Russian language program	600	600	600	600		6, 34, 43
e. Russian Olympiada at Pitt for regional high school and college students	1,000	1,000	1,000	1,000		6
f. Transportation and speakers for REES K-12 School Visits program and School Ambassadors program	500	500	500	500		6-7, 19, 43
g. Member parking costs for Educators' Advisory Board of regional K-12 teachers (with other UCIS centers)	150	150	150	150		7
h. Member parking costs for Community Engagement Board of regional cultural institutions and community organizations (with other UCIS centers)	150	150	150	150		8, 48
i. Speakers for virtual workshops on internationalizing curricula in Business, Energy, Technology, and Health ("BETH" series) for regional and national community college and MSI faculty (with other UCIS centers)	650	650	650	650	<b>AP2, CP1</b>	7, 43-45
j. Partnership coordinator at Community College of Beaver County (CCBC) (cost-shared with other UCIS centers)	350	350	350	350	<b>CP1</b>	8, 45
k. Curriculum development stipends and field trip transportation to infuse REES-area content into CCBC Honors College courses	450	450	450	450	<b>CP1</b>	8, 45
l. Travel stipends for regional community college faculty to attend REES energy or economics study abroad programs		3,000		3,000	<b>AP2, CP1</b>	7, 45
m. Travel stipends to ASEEES conference for scholars from underrepresented minority groups or working on diversity issues in REES world area	500	500	500	500	<b>CP1</b>	8, 46
n. Curriculum stipends for national community college and MSI faculty to develop courses with REES-area content (with NRCs at other universities)	1,000	1,000	1,000	1,000	<b>AP2, CP1</b>	8, 45
o. Cooperation with MIIIE consortium on professional development workshops and online resources for national community college faculty	1,000	1,000	1,000	1,000	<b>AP2, CP1</b>	7-8, 44
p. Engaging Eurasia Teaching Fellowship Program workshops for national high school and community college educators (with NRCs at other universities)		2,650	2,650	2,650	<b>AP2, CP1</b>	7, 41
q. Presenter stipends for Undergraduate Research Symposium (with ESC and IBC)	3,000	3,000	3,000	3,000		5, 11, 24, 46

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<b>ITEM &amp; EXPLANATION</b>	<b>Year 1 (2018)</b>	<b>Year 2 (2019)</b>	<b>Year 3 (2020)</b>	<b>Year 4 (2021)</b>	<b>Priorities</b>	<b>Narrative Page Refs.</b>
<b>OTHER (continued)</b>						
r. Speakers and presenter stipends for GOSECA graduate conference (cost-shared with Graduate & Professional Student Government)	2,000	2,000	2,000	2,000		5, 11, 24, 38, 46
s. Soyuz Postsocialist Cultural Studies conference hosted at Pitt	3,000					5
t. Presenter travel and professional services for Russian Film Symposium	5,000	5,000	5,000	5,000		8, 27, 48
u. Speakers for REES public lecture series	2,500	2,500	2,500	2,500	<b>AP1</b>	8, 47-48
<b>Subtotal, Outreach Activities:</b>	<b>27,350</b>	<b>30,000</b>	<b>30,000</b>	<b>28,500</b>		
<b>2. Program Development and Evaluation</b>						
a. Course development stipends for Pitt faculty, prioritizing Foreign Language Across the Curriculum (FLAC) courses and area studies classes with Central Asian content	3,000	3,000	3,000	3,000		3-4, 33
b. Development and maintenance of online component of beginning and intermediate Russian language academic year course sequences at Pitt	2,000	1,000	1,000	1,000		4, 20, 32
c. Collaboration with other NRCs on summer intensive LCTL course offerings (Balkan & Black Sea and Central Eurasian language consortia)	3,000	3,000	3,000	3,000		4, 14, 31
d. Tutoring and weekly conversation tables for REES-area languages	2,000	2,000	2,000	2,000		4, 11, 36
e. Undergraduate teaching and research assistantships using REES-area language skills, 2 @ \$1,100	2,200	2,200	2,200	2,200		5, 11, 38
f. Proficiency assessments in intermediate and advanced language courses for evaluation of REES-area language instructional programs	2,500	2,500	2,500	2,500		4, 17, 36
g. Honoraria for UCIS program evaluation consultant and faculty reviewers of area studies certificate student e-portfolios (cost-shared with other UCIS centers)	2,000	2,000	2,000	2,000		5, 16, 18
h. Travel to Pittsburgh, maintenance (3 days), and honorarium (\$1,000) for content area expert to conduct external evaluation of REES programs			2,000			20
i. International Toolkit and Career Initiative panel series, networking trips, courses, and peer mentoring to enhance Pitt students' preparation for employment in internationally oriented careers (cost-shared with other UCIS centers)	3,500	3,500	3,500	3,500	<b>AP1</b>	5, 19, 21, 39
j. Institutional memberships in ASEEES, Central Eurasian Studies Society (CESS), and Consortium for Education Resources on Islamic Studies (CERIS)	1,050	1,050	1,050	1,050		1, 3, 39, 41, 46, 47
k. Travel and maintenance in Pittsburgh for research scholars from overseas partner institutions in REES region	5,000	5,000	5,000	5,000		3, 24, 30, 47
l. Language Teaching and Learning Research (LTLR) stipends for visiting researchers to conduct on-site studies at Summer Language Institute	3,000	3,000	3,000	3,000		4
<b>Subtotal, Program Development and Evaluation:</b>	<b>29,250</b>	<b>28,250</b>	<b>30,250</b>	<b>28,250</b>		
<b>TOTAL, DIRECT COSTS</b>	<b>213,590</b>	<b>217,798</b>	<b>215,329</b>	<b>217,657</b>		

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**University of Pittsburgh – Center for Russian and East European Studies  
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<b>ITEM &amp; EXPLANATION</b>	<b>Year 1 (2018)</b>	<b>Year 2 (2019)</b>	<b>Year 3 (2020)</b>	<b>Year 4 (2021)</b>	<b>Priorities</b>	<b>Narrative Page Refs.</b>
<b>INDIRECT COSTS</b>						
8% of direct costs above	17,087	17,424	17,226	17,413		
<b>Subtotal, Indirect Costs:</b>	<b>17,087</b>	<b>17,424</b>	<b>17,226</b>	<b>17,413</b>		
<b>TOTAL COSTS, NATIONAL RESOURCE CENTER</b>	<b>230,678</b>	<b>235,222</b>	<b>232,555</b>	<b>235,070</b>		
<b>TRAINING STIPENDS</b>						
1. Academic Year Graduate FLAS institutional payment, 6 @ \$18,000	108,000	108,000	108,000	108,000	<b>FCP 1&amp;2</b>	1, 22, 48-50
2. Academic Year Graduate FLAS subsistence allowance, 6 @ \$15,000	90,000	90,000	90,000	90,000	<b>FCP 1&amp;2</b>	1, 22, 48-50
3. Academic Year Undergraduate FLAS institutional payment, 3 @ \$10,000	30,000	30,000	30,000	30,000	<b>FCP 1&amp;2</b>	1, 22, 48-50
4. Academic Year Undergraduate FLAS subsistence allowance, 3 @ \$5,000	15,000	15,000	15,000	15,000	<b>FCP 1&amp;2</b>	1, 22, 48-50
5. Summer FLAS institutional payment, 7 @ \$5,000	35,000	35,000	35,000	35,000	<b>FCP 1&amp;2</b>	1, 22, 48-50
6. Summer FLAS subsistence allowance, 7 @ \$2,500	17,500	17,500	17,500	17,500	<b>FCP 1&amp;2</b>	1, 22, 48-50
<b>TOTAL COSTS, FLAS FELLOWSHIPS</b>	<b>295,500</b>	<b>295,500</b>	<b>295,500</b>	<b>295,500</b>		
<b>TOTAL COSTS, NATIONAL RESOURCE CENTER &amp; FLAS</b>	<b>526,178</b>	<b>530,722</b>	<b>528,055</b>	<b>530,570</b>		

**KEY TO PRIORITIES: AP = NRC Absolute Priority (1&2); CP = NRC Competitive Preference Priority (1&2);  
FCP = FLAS Competitive Preference Priority (1&2)**